DOCUMENT RESUME

ED 260 449 CS 209 242

TITLE	Graded Course of Study in Language Arts K-12.
INSTITUTION	Euclid City Schools, Ohio.
PUB DATE	Feb 82
NOTE	225p.
AVAILABLE FROM	Director of Instruction, Euclid Public Schools, 651 East 222 St., Euclid, OH 44123 ($11.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Communication Skills; *Educational Objectives; Elementary Secondary Education; *English Curriculum; *English Instruction; Handwriting; *Language Arts; *Language Skills; Listening Skills; Literature Appreciation; Punctuation; Reading Instruction; Speech Skills; Spelling Instruction; Writing Instruction

ABSTRACT

The overall goals of the kindergarten through grade 12 language arts program described in this guide are based upon strands that are common to every level of instruction: spelling, reading, handwriting, composition (oral and written), and literature. The described goals deal with a wide variety of ways by which people communicate; emphasize the mechanical and skill dimensions of reading, spelling, writing, composition, correct usage, punctuation, speaking and listening; and include the use of the library and its various reference materials. The guide lists individual goals for each of the language arts at each grade level, and provides scope and sequence charts in all skills for kindergarten through grade 6, grades 7 and 8, and grades 9 through 12. The guide concludes with a statement on program evaluation. (HOD)

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Graded Course of Study in Language Arts

(K - 12)

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Euclid Public Schools

Euclid, Ohio

CS209242

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EUCLID, OHIO

COURSE OF STUDY
LANGUAGE ARTS K - 12

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February 1982

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RESOLUTION NO. 82-2-53

COURSE OF STUDY - LANGUAGE ARTS, K - 12 - APPROVE

Moved by Mrs. Nurmi

Seconded by Mrs. King

RESOLVED that
the Euclid Board of Education adopt the following graded course of study for language arts, K-12, in compliance with ORC 3313.60.

Copy of the course of study available in the office of the Director of Instruction.

Ayes: Mrs. Nurmi
Mr. Schwegler
Mrs. Turek
Mr. Flowers
Mrs. King

Nays: None

GRADED COURSE OF STUDY

LANGUAGE ARTS

INTRODUCTION

It is the purpose of this course of study to specify the language arts skills and concepts that are to be taught in the various grades of the Euclid City School System. The course of study will help classroom teachers and administrators in planning and evaluating the Euclid instructional program. It will be helpful to Board of Education members and to all citizens of Euclid in understanding what is taught in the language arts, K-12.

GRADED COURSE OF STUDY

LANGUAGE ARTS

PHILOSOPHY

It is the purpose of the language arts program of the Euclid City Schools to provide students with the kinds of communication skills that they will need to become productive members of society and to encourage in students an appreciation of and an interest in the literary and communication arts. This purpose shall be accomplished by exposing students to the broad instructional objectives contained in the course of study.

GRADED COURSE OF STUDY

LANGUAGE ARTS

PROGRAM GOALS STATEMENT

The overall goals of our language arts program, K-12, are based upon strands which are common to every level of instruction from kindergarten through grade twelve. These include spelling, reading, handwriting, composition (oral and written) and literature. They deal with the wide variety of ways by which people communicate. They emphasize the mechanical and skill dimensions of reading, spelling, writing, composition, correct usage, punctuation, speaking and listening. They also include the use of the library and its various reference materials and, in brief, all that is subsumed under the rubric of the language arts.

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

KINDERGARTEN

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

KINDERGARTEN

I. Screening for Learning Styles

II. Readiness for Reading and Other Academic Skills

- A. Auditory perception
    - 1. Auditory discrimination
        - a. Distinguishing between gross sounds
            - 1) Intensity
            - 2) Pitch/tone
            - 3) Duration
        - b. Distinguishing between fine sounds
            - 1) Intensity
            - 2) Pitch/tone
            - 3) Duration
    - 2. Auditory memory/recall (short term/long term)
        - a. Recalling sounds
        - b. Recalling words
        - c. Recalling sentences
        - d. Recalling short stories
        - e. Recalling songs, rhymes, and poems
    - 3. Auditory experiences
        - a. Stories
            - 1) Teacher or other reader
            - 2) Tapes and records
        - b. Conversation and discussion
            - 1) Formal
            - 2) Informal
        - c. Dramatization
        - d. Games
        - e. Music
            - 1) Records/tapes
            - 2) Instruments
        - f. Extraneous environmental influences

- B. Visual perception
    - 1. Visual discrimination
        - a. Distinguishing between colors
        - b. Distinguishing between sizes
        - c. Distinguishing form/shape
        - d. Distinguishing detail
        - e. Distinguishing letters and numbers
        - f. Classifying
            - 1) Classifying groups
            - 2) Pairing from mixed groups

STRAND: Reading

KINDERGARTEN

2. Visual memory (short term/long term)
   a. Recalling visual events
      1) Environment (external)
         a) Dramatic play
         b) Field trips
         c) Movies/filmstrips
      2) Environment (internal)
         a) Imagination
         b) Drama
   b. Reproducing shapes
      1) Geometric
         a) Lines and curves
         b) Circles, triangles, etc.
      2) Letters/numerals
      3) Drawings/pictures

C. Eye/hand coordination
   1. Gross motor skills
   2. Fine motor skills
      a. Manual dexterity
         1) Buttoning
         2) Lacing and tying
         3) Zippering
      b. Use of materials
         1) Crayons
         2) Pencils
         3) Paste
         4) Scissors
         5) Painting materials

D. Sequencing
   1. Directionality
      a. Left/right awareness
      b. Left to right progression
   2. Order
      a. Concrete (manipulatives)
      b. Abstract (stories)

E. Language development
   1. Listening experiences
   2. Speaking experiences
   3. Writing experiences
   4. Reading experiences
   5. Thinking experiences

III. Phonic Synthesis

A. Consonant (naming)

B. Vowel (naming)

STRAND: Reading

KINDERGARTEN

IV. Comprehension

  A. Words

  B. Sentences

  C. Stories

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

KINDERGARTEN

I. Readiness

- A. Gross motor skills
    - 1. Large muscle coordination
    - 2. Kinesthetics

- B. Fine motor skills (eye-hand coordination)
    - 1. Cutting (scissors)
    - 2. Coloring and drawing with crayons
    - 3. Painting
    - 4. Pasting
    - 5. Tying shoe laces
    - 6. Reproducing shapes
    - 7. Pencil usage

II. Awareness (Perceptual)

- A. Signs, names, other written symbols that have meaning

- B. Observe teacher writing manuscript as she/he records children's stories, labels pictures or writes names

III. Mechanics

- A. Tracing letters

- B. Reproducing letters (letter formation)

- C. Printing letters and numerals

- D. Printing name

- E. Paper positioning (letter alignment)

- F. Spacing within words

- G. Spacing between words

IV. Practice Emphasis

- A. Form circles

- B. Form lines (straight and slanted)

- C. Write capital manuscript

- D. Able to print own name in capital manuscript

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

KINDERGARTEN

I. Language Development

  A. Formal language
    1. Speaks in complete sentences
    2. Uses standard English

  B. Logical reasoning
    1. Listening thoughtfully
      a. Conversation
      b. Discussion
    2. Stating the main idea
    3. Stating details

II. Structure of Oral Language

  A. Sentences
    1. Extended sentences
    2. Answering questions completely
    3. Discussion

  B. Paragraphs
    1. Retelling a story
    2. Paraphrasing
    3. Describing

III. Types of Oral Language

  A. Drama
    1. Dramatic play
    2. Plays
    3. Puppetry

  B. Telling jokes and riddles

  C. Choral reading

IV. Practice Emphasis

  A. Answering questions in complete sentences

  B. Describing objects

  C. Using objects to begin discussion

  D. Dramatic play

  E. Finger plays

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

KINDERGARTEN

I. Readiness Through Visual Models

    A. Language development

    B. Theme development
        1. Developing letters through experience charts
        2. Developing stories through experience charts

II. Readiness Through Artistic Expression

    A. Poems

    B. Plays

    C. Skits

    D. Jokes

    E. Riddles

    F. Fables

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

KINDERGARTEN

(To be read to the children)

I. Fiction

- A. Fable
- B. Folk tale
- C. Short story
- D. Nursery rhyme
- E. Poetry
- F. Fairy tales

II. Themes

- A. Folk tale
- B. Poems and fables
- C. Stories old and new

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE ONE

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE ONE

I. Screening

- A. Diagnostic testing
- B. Informal inventories

II. Readiness

- A. Review kindergarten as applicable
- B. Review letter names

III. Word Recognition

- A. Phonic synthesis
  - 1. Decoding
  - 2. Encoding

- B. Phonic analysis
  - 1. Consonants
    - a. Single consonants / all
    - b. Blends / all
    - c. Digraphs / all
  - 2. Vowels
    - a. Long / all
    - b. Short / all
    - c. Digraphs / all
    - d. Diphthongs / all
  - 3. Phonograms
  - 4. Syllabication
    - a. Vowel sounds
    - b. Accented syllables

- C. Structural analysis
  - 1. Morphemes
    - a. Root
    - b. Compound
    - c. Affixes
  - 2. Contractions

- D. Contextual clues / oral only
  - 1. That explain
  - 2. That contrast
  - 3. That depend on experience

GRADE ONE

IV. Comprehension

- A. Listening
    - 1. Recalling sounds, words, sentences, and stories
    - 2. Recalling personal experiences
    - 3. Recalling songs
    - 4. Recalling dramatizations, plays, movies
    - 5. Following directions
- B. Vocabulary
    - 1. Listening vocabulary
    - 2. Reading vocabulary
        - a. Sight words (outlaw)
        - b. Within reading selection
            - 1) Synonyms
            - 2) Homophones
            - 3) Antonyms
- C. Sentences
    - 1. Structure
    - 2. Mechanics (interpretation)
        - a. Punctuation
            - 1) Period
            - 2) Question mark
            - 3) Exclamation
        - b. Capitalization
            - 1) Proper names
            - 2) To start a sentence
            - 3) The word "I"
- D. Study skills
    - 1. Resource materials
    - 2. Library
    - 3. Dictionary
        - a. Alphabetical order
        - b. Finding words
    - 4. Recall
        - a. Immediate (from questions)
        - b. Delayed (from cues)
        - c. Summarizing
- E. Paragraphs
    - 1. Organization
        - a. Literal level
            - 1) Main idea
            - 2) Factual details
            - 3) Sequence
                - a) Chronological order
                - b) Space order
            - 4) Classification
            - 5) Following directions

- b. Interpretive level
    - 1) Cause and effect
    - 2) Making inferences
    - 3) Generalizations
    - 4) Conclusions
    - 5) Analogies
    - 6) Problem finding
    - 7) Problem solving
    - 8) Paraphrasing
- c. Critical level
    - 1) Fact vs. fiction
    - 2) Figurative language
- d. Evaluative level
    - 1) Relating reading matter to author's purpose
    - 2) Relating reading matter to one's experience
    - 3) Relating reading matter to something other than the author's intent

2. Reading rate
    - a. Detailed reading
    - b. Reading for enjoyment

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE ONE

I. Readiness (Fine motor skills)

   A. Manipulatives (continue to stress)
      1. Cutting (scissors)
      2. Coloring and drawing with crayons
      3. Painting
      4. Pasting

   B. Cognitive application
      1. Pencil usage
      2. Reproducing

II. Awareness (Perceptual)

   A. Continue to stress
      1. Shapes
      2. Names
      3. Other written symbols that have meaning

   B. Continue to observe teacher printing manuscript as he/she
      1. Records children's stories
      2. Labels pictures
      3. Prints names

III. Mechanics

   A. Tracing letters

   B. Reproducing letters (letter formation)

   C. Printing letters and numerals

   D. Printing name

   E. Paper positioning (letter alignment)

   F. Spacing within words

   G. Spacing between words

STRAND: Handwriting

GRADE ONE

IV. Practice Emphasis

A. Improve capital manuscript

B. Print lower case manuscript

C. Align letters

D. Print own name using capitals for initial letters and lower case for remaining letters

E. Copy words and sentences from chalkboard and books

F. Print dictated words and sentences of limited length

G. Spacing between words

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE ONE

I. Consonants

- A. Single consonants
  1. Tracing graphic symbols for consonant sounds in isolation
  2. Writing consonants from dictated sound
- B. Consonant clusters

II. Vowels

- A. Long
  1. Says its own name
  2. Spelling variations
- B. Short
  1. Regular short vowels as in pat, pet, pit, pot, putt
  2. Schwa sound for vowels - short "u" as in putt
  3. Spelling variations for short "e" - for example "ea" in bread

III. Words

- A. Spelling patterns in words
  1. Word families
  2. Affixes
- B. Sight words (high frequency words)
  1. Regular spellings
  2. Irregular spellings

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE ONE

I. Language Development

   A. Formal language
      1. Speaks in complete sentences
      2. Uses standard English

   B. Logical reasoning
      1. Listening thoughtfully
         a. Conversation
         b. Discussion
      2. Stating the main idea
      3. Stating details

II. Structure of Oral Language

   A. Sentences
      1. Extended sentences
      2. Answering questions completely
      3. Discussion

   B. Paragraphs
      1. Retelling a story
      2. Paraphrasing
      3. Describing

III. Types of Oral Language

   A. Drama
      1. Dramatic play
      2. Plays
      3. Puppetry

   B. Telling jokes and riddles

   C. Choral reading

IV. Practice Emphasis

   A. Describing objects (show and tell)

   B. Describing personal experiences
      1. Using detail
      2. Using descriptive words

C. Extending sentences
    1. Who
    2. What
    3. Where
    4. When
    5. Why

D. Storytelling
    1. Retelling familiar stories
    2. Dramatizing

E. Choral speaking

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE ONE

I. Readiness

  A. Language development (oral and written)
    1. Writes words
    2. Writes in complete sentences

  B. Logical reasoning
    1. Sentence development
    2. Continue to develop time and space order through games, puzzles, poems and stories

  C. Theme development
    1. Developing stories through experience charts
    2. Developing letters through experience charts

II. Structure of Written Composition

  A. Mechanics
    1. Capitalization
      a. First word in sentence
      b. Names of days of the week
      c. Names of persons and pets
      d. The word "I"
    2. Punctuation
      a. Period
        1) After statement
        2) After initials
      b. Question mark
      c. Exclamation point
      d. Quotation marks
    3. Manuscript form
    4. Proofreading

III. Types

  A. Drama
    1. Skits
    2. Plays

  B. Jokes and riddles

  C. Poetry

  D. Letters

STRAND: Composition - Written

GRADE ONE

E. Experience
    1. Short stories: fiction
    2. Short stories: autobiographical

F. Tales
    1. Fables
    2. Legends
    3. Myths
    4. Folk tales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE ONE

I. Fiction
   A. Fable
   B. Folk tale
   C. Short story
   D. Mother Goose rhyme
   E. Poetry
   F. Fairy tale
II. Biography
III. Themes
   A. Folk tales
   B. Poems and fables
   C. Stories old and new
   D. Courage

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE TWO

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE TWO

I. Readiness

    A. Review letter names

    B. Review letter sounds

II. Word Recognition

    A. Phonic analysis
        1. Consonants
            a. Blends
            b. Digraphs
        2. Vowels
            a. Digraphs
            b. Diphthongs
        3. Phonograms
        4. Syllabication
            a. Vowel sounds
            b. Open syllables
            c. Closed syllables
            d. Accented syllables

    B. Structural analysis
        1. Morphemes
            a. Root
            b. Compound
            c. Affixes
        2. Apostrophe
            a. Contraction
            b. Possessive
        3. Hyphen

    C. Contextual clues
        1. That explain
        2. That depend on experience

III. Comprehension

    A. Listening

    B. Vocabulary
        1. Listening vocabulary
        2. Reading vocabulary
            a. Sight words

GRADE TWO

- b. Within reading selection
  - 1) Synonyms
  - 2) Antonyms
  - 3) Homophones
  - 4) Homographs

C. Sentences

D. Study skills
- 1. Resource material
  - a. Encyclopedia
  - b. Maps
- 2. Library
- 3. Dictionary
  - a. Alphabetical order
  - b. Entries
  - c. Reading and applying definitions
- 4. Recall
  - a. Immediate
  - b. Delayed
  - c. Summarizing

E. Paragraphs
- 1. Organization
  - a. Literal level
    - 1) Main idea
      - a) Topic sentence
      - b) No topic sentence
    - 2) Factual details
    - 3) Sequence
      - a) Chronological order
      - b) Space order
    - 4) Classification
    - 5) Following directions
  - b. Interpretive level
    - 1) Cause and effect
    - 2) Making inferences
    - 3) Generalizations
    - 4) Conclusions
    - 5) Analogies
    - 6) Problem finding
    - 7) Problem solving
    - 8) Comparison and contrast
    - 9) Paraphrasing
    - 10) Predicting outcomes
    - 11) Fact vs. fiction
  - c. Critical level
    - 1) Fact from opinion

- 2) Figurative language
  - a) Literal (plot line)
  - b) Metaphoric (comparison, personification)
  - c) Symbolic (one-to-one)
  - d) Allegory (moral, comment on human behavior
- d. Evaluative level
  - 1) Relating reading matter to author's purpose
  - 2) Relating reading matter to one's experience
  - 3) Relating reading matter to something other than the author's intent
- 2. Reading rate
  - a. Skimming
  - b. Detailed reading
  - c. Reading for enjoyment

COURSE STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE TWO

I. Mechanics

- A. Letter formation
- B. Letter size
- C. Spacing
    1. Between words
    2. Within words
- D. Alignment
- E. Slant
    1. Position of paper
    2. Pencil/pen grip
- F. Joining of letters
- G. Ending strokes of words
- H. Proportion of letters
- I. Numeral formation
- J. Position and movement

II. Practice Emphasis

- A. Improve spacing between words
- B. Improve spacing between letters
- C. Begin transition from manuscript to cursive in same size as manuscript

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE TWO

I. Consonants

- A. Single consonants
  1. Initial spellings
  2. Medial spellings
  3. Final spellings

- B. Consonant digraphs
  1. Double consonant - one sound
  2. Different consonant - one sound

- C. Spelling variation
  1. Soft g
  2. Soft c
  3. s voiced

- D. Silent letters
  1. "mb" medial and final positions
  2. "kn" initial and medial positions

II. Vowels

- A. Long
  1. Says its own name
  2. Spelling variations: initial, medial and final

- B. Short
  1. Position: initial and medial
  2. Schwa

- C. r and l controlled vowels
  1. ar, ur, ir, er, or
  2. al, ul

- D. Diphthongs
  1. oy, oi
  2. au, aw
  3. ow

III. Words

- A. Spelling patterns in words
  1. Word families

GRADE TWO

2. Affixes
    a. Prefixes
    b. Suffixes
        1) Plurals
        2) Tense

B. Sight words (high frequency)
    1. Regular spelling
    2. Irregular spellings

C. Homonymns (homophones)

D. Contractions

E. Proper nouns
    1. Names
    2. Months and days

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE TWO

I. Language Development

- A. Formal language
  1. Speaks in complete sentences
  2. Uses standard English

- B. Logical reasoning
  1. Listening thoughtfully
     a. Conversation
     b. Discussion
  2. Stating the main idea
  3. Stating details

II. Structure of Oral Language

- A. Sentences
  1. Extended sentences
  2. Answering questions completely
  3. Discussion

- B. Paragraphs
  1. Retelling a story
  2. Paraphrasing
  3. Reporting
  4. Describing

III. Types of Oral Language

- A. Drama
  1. Dramatic play
  2. Plays
  3. Puppetry
  4. Pantomime

- B. Telling jokes and riddles

- C. Choral reading

- D. Telephoning

IV. Practice Emphasis

- A. Puppetry

- B. Pantomime

STRAND: Composition - Oral

GRADE TWO

C. Telling jokes and riddles

D. Discussing stories read

E. Telezonia

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE TWO

I. Language Development

   A. Formal language
      1. Writes in complete sentences
      2. Employs standard English

   B. Logical reasoning
      1. Sentence development
         a. Word order
         b. Extending sentences
         c. Combining sentences
      2. Paragraph development
         a. Time order
         b. Space order
         c. Comparisons
      3. Theme development
         a. Introduction
         b. Body
         c. Conclusion

II. Structure of Written Compositions

   A. Grammar
      1. Parts of speech
         a. Nouns
            1) Ending in - ing
            2) Ending in - s (plurals)
         b. Verbs
            1) Ending in - ing
            2) Ending in - ed
         c. Adjectives
         d. Prepositions
         e. Pronouns
         f. Articles
            1) a
            2) an
            3) the

   B. Mechanics
      1. Capitalization
         a. Abbreviations
         b. Heading of letter
         c. First word in greeting of letter
         d. First word in closing of letter
         e. First word in line of poetry
         f. First word of sentence

        g. In written conversation
        h. In titles (stories, books, poems)
        i. Initials
        j. Pronoun "I"
        k. Names of days, special days, holidays, and months
        l. Names of seasons and pets
        m. Names of streets, towns, cities, and states
        n. Titles of persons
    2. Punctuation
        a. Period
            1) After statements
            2) After abbreviations
            3) After initials
        b. Comma
            1) After closing of letter
            2) After greeting of social letter
            3) Between names of cities or towns and states
            4) Between day of month and year
        c. Question mark
            1) End punctuation in question
            2) In written conversation
        d. Exclamation point
        e. Underlining
    3. Manuscript form
        a. Indenting
            1) Heading and closing in letter
            2) Beginning of paragraph
        b. Legibility
    4. Proofreading

III. Types of Written Composition

A. Drama
    1. Puppet skits
    2. Plays

B. Writing jokes and riddles

C. Book reports

D. Poetry

E. Letters

F. Experience
    1. Short stories: fiction
    2. Short stories: autobiographical

G. News and weather stories

H. Tales
  1. Fables
  2. Legends
  3. Myths
  4. Folk tales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE TWO

I. Fiction

- A. Fable
- B. Fantasy
- C. Folk tale
- D. Poetry
- E. Short story
- F. Myth
- G. Fairy tale

II. Nonfiction

- A. Essay
- B. Biography
- C. Autobiography

III. Themes

- A. Our country long ago
- B. Stories and poems
- C. Famous Americans
- D. Courage
- E. Folk tales and fables

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE THREE

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE THREE

I. Readiness

- A. Diagnostic testing

- B. Informal inventories

II. Word Recognition

- A. Phonic synthesis
  1. Decoding
  2. Encoding

- B. Phonic analysis
  1. Consonants
     - a. Blends
     - b. Digraphs
  2. Vowels
     - a. Digraphs
     - b. Diphthongs
  3. Phonograms
  4. Syllabication
     - a. Vowel sounds
     - b. Open syllables
     - c. Closed syllables
     - d. Accented syllables

- C. Structural analysis
  1. Morphemes
     - a. Root
     - b. Compound
     - c. Affixes
  2. Apostrophe
     - a. Contraction
     - b. Possesive

- D. Contextual clues

III. Comprehension

- A. Listening

- B. Vocabulary
  1. Listening vocabulary
  2. Reading vocabulary
     - a. Sight words

STRAND: Reading

GRADE THREE

- b. Within reading selection
  - 1) Synonyms
  - 2) Homophones, homographs
  - 3) Antonyms

C. Sentences

D. Study skills
- 1. Resource materials
  - a. Table of contents
  - b. Book index
  - c. Reading charts
  - d. Maps
- 2. Library
- 3. Dictionary
  - a. Entries
  - b. Alphabetical order
  - c. Reading and applying definition
- 4. Recall
  - a. Immediate
  - b. Delayed
  - c. Summarizing
- 5. Other reference books
  - a. Encyclopedia
  - b. Atlas

E. Paragraphs
- 1. Organization
  - a. Literal level
    - 1) Main idea
    - 2) Factual details
    - 3) Sequence
    - 4) Classification
    - 5) Following directions
  - b. Interpretive level
    - 1) Cause and effect
    - 2) Making inferences
    - 3) Generalizations
    - 4) Conclusions
    - 5) Problem finding
    - 6) Problem solving
    - 7) Comparison and contrast
    - 8) Paraphrasing
    - 9) Predicting outcomes
    - 10) Major and minor details
    - 11) Fact vs. fiction
  - c. Critical level
    - 1) Fact from opinion
    - 2) Propaganda techniques

- 3) Figurative language
    - a) Literal (plot line)
    - b) Metaphoric (comparison, personification)
    - c) Symbolic (one-to-one)
    - d) Allegory (moral, comment on human behavior, unstated)
- d. Evaluative level
    - 1) Author's purpose
    - 2) Relating reading matter to one's experience
    - 3) Relating reading matter to something other than the author's intent
- 2. Reading rate
    - a. Skimming
    - b. Detailed reading
    - c. Reading for enjoyment

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE THREE

I. Mechanics

- A. Letter formation
- B. Letter size
- C. Spacing
  - 1. Between words
  - 2. Within words
- D. Alignment
- E. Slant
  - 1. Position of paper
  - 2. Pencil/pen grip
- F. Joining of letters
- G. Ending strokes of words
- H. Proportion of letters
- I. Numeral formation
- J. Position and movement

II. Practice Emphasis

- A. Use manuscript for written work
- B. Writes cursive alphabet
- C. Writes name in cursive
- D. Writes spelling words in cursive
- E. Copies sentences and paragraphs in cursive
- F. Reduces size of letters

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE THREE

I. Consonants

- A. Single consonants
    1. Initial spellings
    2. Medial spellings
    3. Final spellings

- B. Consonant digraphs
    1. Double consonant - one sound
    2. Different consonants - one sound

- C. Spelling variations

- D. Silent letters

II. Vowels

- A. Long
    1. Says its own name
    2. Spelling variations
    3. Position (initial, medial, final)

- B. Short
    1. Regular (initial and medial)
    2. Schwa (initial and medial)

- C. "r" and "l" control of the vowel sound

- D. Diphthongs

III. Words

- A. Spelling patterns in words
    1. Word families
    2. Affixes
        - a. Prefixes
            - 1) Greek
            - 2) Latin
        - b. Suffixes
            - 1) Plurals
            - 2) Possessive
            - 3) Tense
            - 4) Nouns
            - 5) Adjectives
            - 6) Adverbs

STRAND: Spelling

GRADE THREE

B. Sight words (high frequency words)
    1. Regular spellings
    2. Irregular spellings

C. Homonyms (homophones)

D. Contractions

E. Proper nouns
    1. Holidays
    2. Locations

F. Compounds

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE THREE

I. Language Development

   A. Formal language
      1. Speaks in complete sentences
      2. Uses standard English

   B. Informal language
      1. Fragmented sentences
      2. Colloquial speech

   C. Combined formal and informal

   D. Logical reasoning
      1. Listening thoughtfully
         a. Conversation
         b. Discussion
      2. Stating the main idea
      3. Stating details

II. Structure of Oral Language

   A. Sentences
      1. Extended sentences
      2. Answering questions completely
      3. Discussion

   B. Paragraphs
      1. Retelling a story
      2. Paraphrasing
      3. Reporting
      4. Describing
      5. Announcing

   C. Interpretation
      1. Body language
      2. Voice
      3. Diction

III. Types of Oral Language

   A. Drama
      1. Dramatic play
      2. Plays
      3. Puppetry
      4. Pantomime

B. Telling jokes and riddles

C. Choral reading

D. Telephoning

IV. Practice Emphasis

A. Describing objects (show and tell)

B. Describing personal experiences
   1. Using detail
   2. Using descriptive words

C. Extending sentences
   1. Who
   2. What
   3. Where
   4. When
   5. Why

D. Storytelling
   1. Retelling familiar stories
   2. Dramatizing

E. Choral speaking

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE THREE

I. Language Development

A. Formal language
1. Writes in complete sentences
2. Employs standard English

B. Informal language
1. Writes fragmented sentences
2. Colloquial writing

C. Combining formal and informal writing

D. Logical reasoning
1. Sentence development
2. Paragraph development
a. Question
b. Deductive

II. Structure of Written Composition

A. Grammar
1. Word order
a. Noun phrase
b. Verb phrase
2. Parts of speech
a. Noun
b. Verb
c. Adjective
d. Simple adverb
e. Complements
3. Syntax
a. Subject
b. Verb
c. Object
1) Noun used as a complement
2) Adjective used as a complement
d. Personal pronoun
e. Comparative adjective

B. Usage
1. Agreement
a. Subject - verb
b. Personal pronouns
c. Correct word form
d. Pronoun - antecedent
e. Verb phrase (past participle)

2. Reference
    a. Parallel structure
    b. Transitional words, phrases, and sentences

C. Mechanics
  1. Capitalization
    a. Abbreviations
    b. Letters
      1) Heading
      2) Greeting
      3) Closing
    c. First word
      1) Of sentence
      2. Of poetry
    d. Titles
      1) Books
      2) Poems
      3) Reports
    e. Initials
    f. Proper nouns
      1) Places
      2) Names of persons and pets
      3) Languages
      4) Titles of persons
  2. Punctuation
    a. Apostrophe
      1) Possesives
      2) Contractions
    b. Comma
      1) Letters
        a) Greeting
        b) Closing
      2) City (town) and state
      3) Day and year
      4) Conversation
    c. End punctuation
      1) Period
      2) Question mark
      3) Exclamation point
    d. Quotation marks
  3. Manuscript
    a. Indenting
    b. Legible handwriting
  4. Proofreading

III. Types of Written Composition

A. Drama
  1. Puppet skit
  2. Play

STRAND: Composition - Written

GRADE THREE

B. Writing jokes and riddles

C. Interview

D. Book report

E. Poetry
    1. Haiku
    2. Cinquain
    3. Limerick

F. Letters

G. Experience
    1. Short story
    2. Personal narrative

H. News story

I. Outlining

J. Reviews

K. Slogans

L. Tales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE THREE

I. Fiction
  A. Short story
  B. Myth
  C. Fantasy
  D. Poetry
  E. Legend
  F. Fairy tale
  G. Fable
  H. Bible story
  I. Folk tale
  J. Ballad
  K. Novel: excerpt
II. Nonfiction
  A. Biography
  B. Humor: anecdote
  C. Essay
III. Themes
  A. The world and its people
  B. Going to Europe
  C. Africa, Asia, Australia
  D. Antarctica, South America, North America
  E. Courage

STRAND: Literature

GRADE THREE

F. Science and nature

G. Famous people

H. Stories and poems

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE FOUR

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE FOUR

I. Readiness

  A. Diagnostic testing

  B. Informal inventories

II. Word Recognition

  A. Phonic synthesis
    1. Decoding
    2. Encoding

  B. Phonic analysis
    1. Consonants
      a. Blends
      b. Digraphs
    2. Vowels
      a. Digraphs
      b. Diphthongs
    3. Phonograms
    4. Syllabication
      a. Vowel sounds
      b. Open syllables
      c. Closed syllables
      d. Accented syllables

  C. Structural analysis
    1. Morphemes
      a. Root
      b. Compound
      c. Affixes
    2. Apostrophe
    3. Hyphen

  D. Contextual clues
    1. That explain
    2. That contrast
    3. That depend on experience

III. Comprehension

  A. Listening

STRAND: Reading

GRADE FOUR

B. Vocabulary
  1. Listening vocabulary
  2. Reading vocabulary
    a. Sight words
    b. Within reading selection
      1) Synonyms
      2) Homophones
      3) Malapropisms

C. Sentences

D. Study skills
  1. Resource materials
  2. Library
  3. Dictionary
    a. Entries
    b. Finding words
    c. Alphabetical order
    d. Guide words
    e. Pronunciation
    f. Writing and applying definitions
  4. Recall
    a. Immediate (from questions)
    b. Delayed (from cues)
    c. Summarizing

E. Paragraphs
  1. Organization
    a. Literal level
      1) Main idea
        a) Topic sentence
        b) No topic sentence
      2) Factual details
      3) Sequence
      4) Classification
      5) Following directions
    b. Interpretive level
      1) Making inferences
      2) Generalizations
      3) Conclusions
      4) Comparison and contrast
      5) Paraphrasing
      6) Predicting outcomes
      7) Major and minor details
      8) Fact vs. fiction
    c. Critical level
      1) Fact from opinion
      2) Figurative language
        a) Literal (plot line)
        b) Metaphoric (comparison)
        c) Symbolic
        d) Allegory (moral)

STRAND: Reading

GRADE FOUR

  - d. Evaluative level
    - 1) Relating reading matter to author's purpose
    - 2) Relating reading matter to one's experience
    - 3) Relating reading matter to something other than the author's intent
- 2. Reading rate
  - a. Skimming
  - b. Detailed reading
  - c. Reading for enjoyment

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE FOUR

I. Mechanics

   A. Letter formation

   B. Letter size

   C. Spacing
      1. Between words
      2. Within words

   D. Alignment

   E. Slant
      1. Position of paper
      2. Pencil/pen grip

   F. Joining of letters

   G. Ending strokes of words

   H. Proportion of letters

   I. Numeral formation

   J. Position and movement

II. Practice Emphasis

   A. Reduce size of writing

   B. Increase fluency and speed

   C. Improve form, spacing, alignment, and proportion

   D. Write all work in cursive, except when using manuscript for special purposes

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE FOUR

I. Consonants

   A. Single consonants

   B. Consonant digraphs

   C. Spelling variations

   D. Silent letters

II. Vowels

   A. Long

   B. Short

   C. The "r" and "l" controlled vowels

   D. Diphthongs

   E. Spelling variations

III. Words

   A. Spelling patterns in words

   B. Sight words

   C. Homonyms (homophones)

   D. Contractions

   E. Proper names

   F. Compounds

   G. Homographs

IV. Affixes

   A. Prefixes

   B. Suffixes
      1. Double the final consonant
      2. Change "y" to "i"
      3. Possessives

STRAND: Spelling

GRADE FOUR

V. Syllabication

  A. VCCV

  B. VCV

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE FOUR

I. Language Development

- A. Formal language
    1. Speaks in complete sentences
    2. Uses standard English
- B. Informal language
    1. Fragmented sentences
    2. Colloquial speech
- C. Combined formal and informal
- D. Logical reasoning
    1. Listening thoughtfully
        - a. Conversation
        - b. Discussion
    2. Stating the main idea
    3. Stating details

II. Structure of Oral Language

- A. Sentences
    1. Extended sentences
    2. Answering questions completely
    3. Discussion
- B. Paragraphs
    1. Retelling a story
    2. Paraphrasing
    3. Reporting
    4. Describing
    5. Announcing
- C. Interpretation
    1. Body language
    2. Voice
    3. Diction

III. Types of Oral Language

- A. Drama
    1. Dramatic play
    2. Plays
    3. Puppetry
    4. Pantomime

B. Telling jokes and riddles

C. Interviewing

D. Choral reading

E. Conducting meetings

F. Telephoning

IV. Practice Emphasis

A. Interviewing peers

B. Making announcements

C. Describing places

D. Reading plays

E. Group interaction (semidirected)

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE FOUR

I. Language Development

- A. Formal language
  - 1. Writes in complete sentences
  - 2. Employs standard English

- B. Informal language
  - 1. Writes fragmented sentences
  - 2. Colloquial writing

- C. Combining formal and informal

- D. Logical reasoning
  - 1. Sentence development
  - 2. Paragraph development
    - a. Time order
    - b. Space order
    - c. Question
    - d. Inductive
    - e. Deductive
  - 3. Theme development
    - a. Introduction
    - b. Body
    - c. Conclusion

II. Structure of Written Composition

- A. Grammar
  - 1. Work order
    - a. Noun phrase
    - b. Verb phrase
    - c. Inverted order
  - 2. Parts of speech
    - a. Noun
    - b. Verb
    - c. Adjective
    - d. Adverb: how, where, when
    - e. Preposition
    - f. Connector
    - g. Interjection
  - 3. Syntax
    - a. Subject
    - b. Verb
    - c. Object
    - d. Personal pronoun
    - e. Indirect object
    - f. Auxiliary verb

- g. Comparative adjective
- h. Prepositional phrases: where, how, when
- i. Clauses
    - 1) When
    - 2) Where
    - 3) Who
    - 4) That
    - 5) Which
    - 6) What
    - 7) Whom
    - 8) how
    - 9) With "before" and "after"
    - 10) Beginning with "because"

B. Usage
- 1. Agreement
    - a. Subject - verb
    - b. Pronoun - antecedent
    - c. Correct word form
    - d. Verb phrase
- 2. Reference
    - a. Parallel structure
    - b. Awkward structure
    - c. Misplaced modifier
    - d. Transition
    - e. Trite expression

C. Mechanics
- 1. Capitalization
    - a. Abbreviations
    - b. Letters
        - 1) Heading
        - 2) Greeting
        - 3) Closing
    - c. First word of sentence
    - d. Outline
    - e. Titles
        - 1) Books
        - 2) Poems
        - 3) Reports
    - f. Initials
    - g. Proper nouns
        - 1) Places
        - 2) Titles of persons
        - 3) Languages
- 2. Punctuation
    - a. Apostrophe
        - 1) Possessives
        - 2) Contractions
    - b. Colon
        - 1) Business letter
        - 2) Play directions
        - 3) Introducing a list

STRAND: Composition - Written

GRADE FOUR

- c. Comma
    - 1) Letters
        - a) Greeting
        - b) Introduction
        - c) Closing
    - 2) City (town) and state
    - 3) Day and year
    - 4) Words in a series
    - 5) Introductory
        - a) Words
        - b) Phrases
        - c) Clauses
- d. End punctuation
    - 1) Exclamation point
    - 2) Question mark
    - 3) Period
- e. Quotation marks in direct quotes

3. Manuscript form
    - a. Indenting
    - b. Even left margin
    - c. Ragged right margin
4. Proofreading
5. Legible handwriting

III. Types of Written Composition

A. Drama
- 1. Puppet skit
- 2. Play

B. Writing jokes and riddles

C. Interview

D. Book report

E. Poetry
- 1. Haiku
- 2. Cinquain
- 3. Limmerick

F. Letters

G. Experience
- 1. Short story
- 2. Personal narrative

H. News story

I. Outlining

J. Reviews

STRAND: Composition - Written

GRADE FOUR

K. Slogans

L. Tales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE FOUR

I. Fiction
    A. Short story
    B. Novel: excerpt
    C. Poetry
    D. Fable
    E. Myth
    F. Legend
    G. Folk tale
    H. Bible story
    I. Fantasy
    J. Fairy tale
    K. Drama
    L. Riddle: humor

II. Nonfiction
    A. Biography
    B. Autobiography
    C. Essay

III. Themes
    A. Monstrous creatures
    B. Friendship
    C. Beginnings
    D. Flying
    E. Understanding others

STRAND: Literature

GRADE FOUR

F. Changes

G. Achievements

H. Disasters

I. Pastimes

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE FIVE

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE FIVE

I. Readiness

  A. Diagnostic testing

  B. Informal inventories

II. Word Recognition

  A. Phonic synthesis
    1. Decoding
    2. Encoding

  B. Phonic analysis
    1. Consonants
      a. Blends
      b. Digraphs
    2. Vowels
      a. Digraphs
      b. Diphthongs
    3. Phonograms
    4. Syllabication
      a. Vowel sounds
      b. Open syllable
      c. Closed syllable
      d. Accented syllable

  C. Structural analysis
    1. Morphemes
      a. Root
      b. Compound
      c. Affixes
    2. Apostrophe

  D. Contextual clues
    1. That explain
    2. That contrast
    3. That depend on experience

III. Comprehension

  A. Listening

  B. Vocabulary
    1. Listening vocabulary

STRAND: Reading

GRADE FIVE

2. Reading vocabulary
    a. Sight words
    b. Within reading selection
        1) Synonyms
        2) Homophones
        3) Antonyms
        4) Malapropisms

C. Sentences

D. Study skills
    1. Resource materials
    2. Library
    3. Dictionary
        a. Entries
        b. Finding words
        c. Alphabetical order
        d. Writing and applying definitions
        e. Pronunciation
    4. Other reference books
    5. Recall
        a. Immediate (from questions)
        b. Delayed (from cues)
        c. Summarizing

E. Paragraphs
    1. Organization
        a. Literal level
            1) Main idea
                a) Topic sentence
                b) No topic sentence
            2) Factual details
            3) Sequence
            4) Following directions
            5) Classification
        b. Interpretive level
            1) Cause and effect
            2) Making inferences
            3) Generalizations
            4) Conclusions
            5) Problem solving
            6) Comparison and contrast
            7) Paraphrasing
            8) Predicting outcomes
            9) Major and minor details
            10) Fact vs. fiction
        c. Critical level
            1) Fact from opinion
            2) Propaganda techniques
            3) Figurative language
                a) Literal (plot line)

- b) Metaphoric (comparison)
- c) Symolic
- d) Allegory (moral, comment on human behavior, unstated)

d. Evaluative level
  1) Relating reading matter to author's purpose
  2) Relating reading matter to one's experience
  3) Relating reading matter to something other than author's intent

2. Reading rate
  a. Skimming
  b. Detailed reading
  c. Reading for enjoyment

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE FIVE

I. Mechanics

  A. Letter formation

  B. Letter size

  C. Spacing
    1. Between words
    2. Within words

  D. Alignment

  E. Slant
    1. Position of paper
    2. Pencil/pen grip

  F. Joining of letters

  G. Ending strokes of words

  H. Proportion of words

  I. Numeral formation

  J. Position and movement

II. Practice Emphasis

  A. Letter size reduced further

  B. Improve form, spacing, alignment and proportion to fit (3/8" ruled) paper

  C. Increase fluency while retaining legibility and developing writing style

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE FIVE

I. Consonants

  A. Single consonants

  B. Consonant digraphs

  C. Spelling variations

  D. Silent letters

II. Vowels

  A. Long

  B. Short

  C. The "r" and "l" controlled vowels

  D. Diphthongs

  E. Spelling variations

III. Words

  A. Spelling patterns in words

  B. Sight words

  C. Homonyms (homophones)

  D. Contractions

  E. Proper names

  F. Compounds

  G. Homographs

IV. Affixes

  A. Prefixes

  B. Suffixes
    1. Double the final consonant
    2. Change "y" to "i"
    3. Possessives

STRAND: Spelling

GRADE FIVE

V. Syllabication

   A. VCCV

   B. VCV

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE FIVE

I. Language Development

- A. Formal language
    1. Speaks in complete sentences
    2. Uses standard English
- B. Informal language
    1. Fragmented sentences
    2. Colloquial speech
- C. Combined formal and informal
- D. Logical reasoning
    1. Listening thoughtfully
        a. Conversation
        b. Discussion
    2. Stating the main idea
    3. Stating details

II. Structure of Oral Language

- A. Sentences
    1. Extended sentences
    2. Answering questions completely
    3. Discussion
- B. Paragraphs
    1. Retelling a story
    2. Paraphrasing
    3. Reporting
    4. Describing
    5. Announcing
- C. Interpretation
    1. Body language
    2. Voice
    3. Diction

III. Types of Oral Language

- A. Drama
    1. Dramatic play
    2. Plays
    3. Puppetry
    4. Panomime

B. Telling jokes and riddles

C. Interviewing

D. Choral reading

E. Conducting meetings

F. Telephoning

IV. Practice Emphasis

A. Interviewing teachers and other school personnel

B. Demonstrating

C. Describing events

D. Reading and acting out plays

E. Describing famous people

F. Group interaction (less directed)

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE FIVE

I. Language Development

A. Formal language
1. Writes in complete sentences
2. Employs standard English

B. Informal language
1. Writes fragmented sentences
2. Colloquial writing

C. Combining formal and informal

D. Logical reasoning
1. Sentence development
2. Paragraph development
a. Time order
b. Space order
c. Question
d. Inductive
e. Deductive
3. Theme development
a. Introduction
b. Body
C. Conclusion

II. Structure of Written Composition

A. Grammar
1. Work order
a. Noun phrase
b. Verb phrase
c. Inverted order
2. Parts of speech
a. Noun
b. Verb
c. Adjective
d. Adverb: how, where, when
e. Preposition
f. Connector
g. Interjection
3. Syntax
a. Subject
b. Verb
c. Object
d. Verb forms (tense)

- e. Personal pronouns
- f. Prepositions and objects
- g. Auxiliary verbs
- h. Auxiliaries and negatives
- i. Direct and indirect objects
- j. Linked nouns and adjectives
- k. Compound subject, verb, direct object, and prepositional phrases
- l. Prepositional phrases: when and where
- m. Subordinate clauses
    - 1) Who
    - 2) Whom
    - 3) How
    - 4) What
    - 5) Which
    - 6) That
- n. Adverbs: how, when, and where

B. Usage
- 1. Agreement
    - a. Subject-verb
    - b. Pronoun-antecedent
    - c. Personal pronouns
    - d. Correct word form
    - e. Verb phrase
- 2. Reference
    - a. Parallel structure
    - b. Awkward structure
    - c. Misplaced modifier
    - d. Transition
    - e. Trite expression

C. Mechanics
- 1. Capitalization
    - a. Abbreviations
    - b. Letters
        - 1) Greeting
        - 2) Closing
    - c. Beginning line of poetry
    - d. Beginning word of sentence
    - e. Outlines
    - f. Initials
    - g. Proper nouns
        - 1) Names of places
        - 2) Names of things
        - 3) Titles of persons
        - 4) Names of languages
- 2. Punctuation
    - a. Apostrophe
        - 1) Possessives
        - 2) Contractions

STRAND: Composition - Written

GRADE FIVE

- b. Colon
    - 1) Business letter
    - 2) Play directions
    - 3) Introducing a list
- c. Comma
    - 1) Letters
        - a) Greeting
        - b) Introduction
        - c) Closing
    - 2) City (town) state
    - 3) Day and year
    - 4) Words in a series
    - 5) Library listing
    - 6) Direct address
    - 7) Introductory
        - a) Words
        - b) Phrases
        - c) Clauses
- d. End punctuation
    - 1) Exclamation point
    - 2) Question mark
    - 3) Period
- e. Quotation marks
    - 1) Direct quotes
    - 2) Short stories
    - 3) Poems
- f. Italics

3. Manuscript form
    - a. Indenting
    - b. Legible handwriting
4. Proofreading

III. Types of Written Composition

A. Drama
1. Puppet skit
2. Play

B. Writing jokes and riddles

C. Interview

D. Book report

E. Poetry
1. Haiku
2. Cinquain
3. Limmerick

F. Letters

GRADE FIVE

G. Experience
  1. Short story
  2. Personal narrative

H. News story

I. Outlining

J. Reviews

K. Slogans

L. Tales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE FIVE

I. Fiction

- A. Short story
- B. Novel: excerpt
- C. Poetry
- D. Fable
- E. Myth
- F. Legend
- G. Folk tale
- H. Bible story
- I. Fantasy
- J. Fairy tale
- K. Drama
- L. Riddle: humor

II. Nonfiction

- A. Biography
- B. Autobiography
- C. Essay

III. Themes

- A. Mystery
- B. The sea
- C. Thinking it through
- D. Transformation
- E. Challenges

STRAND: Literature

GRADE FIVE

F. People and animals

G. Interaction

H. Dreams

7

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE SIX

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE SIX

I. Readiness

- A. Diagnostic testing

- B. Informal inventories

II. Word Recognition

- A. Phonic synthesis
    1. Decoding
    2. Encoding

- B. Phonic analysis
    1. Consonants
        a. Blends
        b. Digraphs
    2. Vowels
        a. Digraphs
        b. Diphthongs
    3. Phonograms
    4. Syllabication
        a. Vowel sounds
        b. Open syllables
        c. Closed syllables
        d. Accented syllables

- C. Structural analysis
    1. Morphemes
        a. Root
        b. Compound
        c. Affixes
    2. Apostrophe

- D. Contextual clues
    1. That explain
    2. That contrast
    3. That depend on experience

III. Comprehension

- A. Listening

- B. Vocabulary
    1. Listening vocabulary

STRAND: Reading

GRADE SIX

2. Reading vocabulary
   a. Sight words
   b. Within reading selection
      1) Synonyms
      2) Homophones
      3) Malapropisms

C. Sentences

D. Study skills
   1. Resource materials
   2. Library
   3. Dictionary
      a. Entries
      b. Finding words
      c. Alphabetical order
      d. Writing and applying definitions
      e. Pronunciation
   4. Other reference books
   5. Recall
      a. Immediate (from questions)
      b. Delayed (from cues)
      c. Summarizing

E. Paragraphs
   1. Organization
      a. Literal level
         1) Main idea
            a) Topic sentence
            b) No topic sentence
         2) Factual details
         3) Sequence
            a) Chronological order
            b) Space order
         4) Following directions
         5) Classification
      b. Interpretive level
         1) Cause and effect
         2) Making inferences
         3) Generalizations
         4) Conclusions
         5) Problem solving
         6) Comparison and contrast
         7) Paraphrasing
         8) Predicting outcomes
         9) Major and minor details
         10) Fact vs. fiction
      c. Critical level
         1) Fact from opinion
         2) Figurative language
            a) Literal (plot line)

        - b) Metaphoric (comparison, personification)
        - c) Symbolic
        - d) Allegory (moral, comment on human behavior, unstated)
    - d. Evaluative level
        - 1) Relating reading matter to author's purpose
        - 2) Relating reading matter to one's experience
        - 3) Relating reading matter to something other than the author's intent
- 2. Reading rate
    - a. Skimming
    - b. Detailed reading
    - c. Reading for enjoyment

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE SIX

I. Mechanics

   A. Letter formation

   B. Letter size

   C. Spacing
      1. Between words
      2. Within words

   D. Alignment

   E. Slant
      1. Position of paper
      2. Pencil/pen grip

   F. Joining of letters

   G. Ending strokes of words

   H. Proportion of words

   I. Numeral formation

   J. Position and movement

II. Practice and Emphasis

   A. Continue to adapt cursive handwriting to 3/8" spacing between lines

   B. Increase fluency

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE SIX

I. Consonants

- A. Single consonants
- B. Consonant digraphs
- C. Spelling variation
- D. Silent letters

II. Vowels

- A. Long
- B. Short
- C. The "r" and "l" controlled vowels
- D. Diphthongs
- E. Spelling variations

III. Words

- A. Spelling patterns in words
- B. Sight words
- C. Homonyms (Homophones)
- D. Contractions
- E. Proper names
- F. Compounds
- G. Homographs

IV. Affixes

- A. Prefixes
- B. Suffixes
    1. Double the final consonant
    2. Change "y" to "i"
    3. Possesives

STRAND: Spelling

GRADE SIX

V. Syllabication

    A. VCCV

    B. VCV

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE SIX

I. Language Development

  A. Formal language
    1. Speaks in complete sentences
    2. Uses standard English

  B. Informal language
    1. Fragmented sentences
    2. Colloquial speech

  C. Combined formal and informal

  D. Logical reasoning
    1. Listening thoughtfully
      a. Conversation
      b. Discussion
    2. Stating the main idea
    3. Stating details

II. Structure of Oral Language

  A. Sentences
    1. Extended sentences
    2. Answering questions completely
    3. Discussion

  B. Paragraphs
    1. Retelling a story
    2. Paraphrasing
    3. Reporting
    4. Describing
    5. Announcing

  C. Interpretation
    1. Body language
    2. Voice
    3. Diction

III. Types of Oral Language

  A. Drama
    1. Dramatic play
    2. Plays
    3. Puppetry
    4. Pantomime

B. Telling jokes and riddles

C. Interviewing

D. Choral reading

E. Conducting meetings

F. Telephoning

IV. Practice Emphasis

A. Meetings
   1. Conducting
   2. Participating
   3. Elections
      a. Campaigning
      b. Testimony

B. Interviewing members of the community

C. Creating student plays

D. Group interaction (student directed)

E. Recitation
   1. Individual
   2. Group

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE SIX

I. Language Development

   A. Formal language
      1. Writes in complete sentences
      2. Employs standard English

   B. Informal language
      1. Writes fragmented sentences
      2. Colloquial writing

   C. Combining formal and informal

   D. Logical reasoning
      1. Sentence development
      2. Paragraph development
         a. Time order
         b. Space order
         c. Question
         d. Inductive
         e. Deductive
      3. Theme development
         a. Introduction
         b. Body
         c. Conclusion

II. Structure of Written Composition

   A. Grammar
      1. Word order
         a. Noun phrase
         b. Verb phrase
         c. Inverted order
      2. Parts of speech
         a. Noun
         b. Verb
         c. Adjective
         d. Adverb: how, where, when
         e. Preposition
         f. Connector
         g. Interjection
      3. Syntax
         a. Subject
         b. Verb
         c. Object

STRAND: Composition - Written

GRADE SIX

- d. Verb forms
    - 1) -ing
    - 2) Auxiliary
    - 3) Negatives
    - 4) Linking
    - 5) Irregular
- e. Personal pronouns
- f. Prepositional phrases: where and when
- g. Adjectives: what kind of and which
- h. Linked adjectives
- i. Compounds
    - 1) Subject
    - 2) Verb
    - 3) Direct object
    - 4) Object of preposition
    - 5) Linked adjective
- j. Connectors: and, but or for
- k. Adverbs: how, when, where
- l. Infinitive
    - 1) Subject
    - 2) Direct object
    - 3) Linked element
    - 4) Adverb
- m. Gerunds
    - 1) Subject
    - 2) Direct object
    - 3) Linked element
    - 4) Object of preposition
- n. Participles
- o. Clauses
    - 1) When
    - 2) Where
    - 3) Who
    - 4) That
    - 5) How
    - 6) What

B. Usage

- 1. Agreement
    - a. Subject - verb
    - b. Pronoun - antecedent
    - c. Personal pronouns
    - d. Correct word form
    - e. Verb phrase
- 2. Reference
    - a. Parallel structure
    - b. Awkward structure
    - c. Misplaced modifier
    - d. Transition
    - e. Trite expression

STRAND: Composition - Written

GRADE SIX

- C. Mechanics
  - 1. Capitalization
    - a. Abbreviations
    - b. Letters
      - 1) Greeting
      - 2) Closing
    - c. Titles
      - 1) Books
      - 2) Poems
      - 3) Stories
      - 4) Reports
    - d. Beginning line of poetry
    - e. Outlines
    - f. Beginning word of sentence
    - g. Proper nouns
      - 1) Names of places
      - 2) Names of things
      - 3) Titles of persons
      - 4) Names of language
  - 2. Punctuation
    - a. Apostrophe
      - 1) Possessives
      - 2) Contractions
    - b. Colon
      - 1) Business letter
      - 2) Play directions
      - 3) Introducing a list
      - 4) Time of day
    - c. Comma
      - 1) Letters
      - 2) City (town) and state
      - 3) Day and year
      - 4) Words in a series
      - 5) Library listing
      - 6) Direct address
      - 7) Introductory
        - a) Words
        - b) Phrases
        - c) Clauses
      - 8) Transitional words and phrases
      - 9) Appositives
    - d. End punctuation
      - 1) Exclamation point
      - 2) Question mark
      - 3) Period
    - e. Quotation marks
      - 1) Direct quotes
      - 2) Short stories
      - 3) Poems
    - f. Italics
  - 3. Manuscript form
    - a. Indenting
    - b. Legible handwriting

4. Proofreading

III. Types of Written Composition

A. Drama
   1. Puppet skit
   2. Play

B. Writing jokes and riddles

C. Interview

D. Book report

E. Poetry
   1. Haiku
   2. Cinquain
   3. Limerick

F. Letters

G. Experience
   1. Short story
   2. Personal narrative

H. News story

I. Outlining

J. Reviews

K. Slogans

L. Tales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE SIX

I. Fiction

- A. Short story
- B. Novel: excerpt
- C. Poetry
- D. Fable
- E. Myth
- F. Legend
- G. Folk tale
- H. Bible story
- I. Fantasy
- J. Fairy tale
- K. Drama
- L. Riddle: humor

II. Nonfiction

- A. Biography
- B. Autobiography
- C. Essay

III. Themes

- A. Discovery
- B. Adventure
- C. Learning
- D. Understanding others
- E. Imagination
- F. Old times

GRADED COURSE OF STUDY

SCOPE AND SEQUENCE

K-6

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Reading

SKILLS	K	1	2	3	4	5	6
Screening	x	x					
Readiness							
Auditory perception	x						
Visual perception	x						
Eye-hand coordination	x						
Readiness review		x	x				
Diagnostic/informal testing				x	x	x	x
Word recognition							
Phonic synthesis	x	x	x	x	x	x	x
Phonic analysis		x	x	x	x	x	x
Structural analysis		x	x	x	x	x	x
Contextual clues		x	x	x	x	x	x
Comprehension							
Listening	x	x	x	x	x	x	x
Vocabulary	x	x	x	x	x	x	x
Sentences	x	x	x	x	x	x	x
Study skills							
Resource materials		x	x	x	x	x	x
Library	x	x	x	x	x	x	x
Dictionary		x	x	x	x	x	x
Recall	x	x	x	x	x	x	x
Organization							
Main idea	x	x	x	x	x	x	x
Factual details		x	x	x	x	x	x
Sequence	x	x	x	x	x	x	x
Classification	x	x	x	x	x	x	x
Following directions	x	x	x	x	x	x	x
Cause and effect		x	x		x	x	x
Making inferences	x	x	x	x	x	x	x
Generalizations	x	x	x	x	x	x	x
Conclusions	x	x	x	x	x	x	x
Analogies		x	x				
Problem finding	x	x	x	x			
Problem solving	x	x	x	x		x	x
Comparison and contrast			x	x	x	x	x
Paraphrasing	x	x	x	x	x	x	x
Predicting outcomes			x	x	x	x	x
Fact vs. Fiction		x	x	x	x	x	x
Major and minor details				x		x	x
Fact from opinion			x	x	x	x	x
Literal (plot line)	x	x	x	x	x	x	x
Metaphoric (comparison)		x	x	x	x	x	x

STRAND: Reading
(con't)

SKILLS	K	1	2	3	4	5	6
Symbolic (one-to-one)		x	x	x	x	x	x
Allegory (moral)		x	x	x	x	x	x
Relating reading matter to:							
Author's purpose		x	x	x	x	x	x
One's experience		x	x	x	x	x	x
Something other than the author's intent		x	x	x	x	x	x
Reading rate		x	x	x	x	x	x

SCOPE AND SEQUENCE

LANGUAGE ARTS

STRAND: Handwriting

SKILLS	K	1	2	3	4	5	6
Readiness							
Gross motor skills	x						
Fine motor skills	x	x					
Cognitive application		x					
Awareness							
Geometric shapes	x						
Manuscript	x	x	x	x	x	x	x
Cursive			x	x	x	x	x
Mechanics							
Letter and numeral formation	x	x	x	x			
Size	x	x	x	x	x	x	x
Spacing	x	x	x	x	x		
Alignment		x	x	x			
Slant				x			
Proportion		x	x	x			
Joining letters				x	x		
Fluency						x	x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Spelling

SKILLS	K	1	2	3	4	5	6
Sound-symbol relationships							
Consonants		x	x	x	x	x	x
Vowels		x	x	x	x	x	x
Variations							
Words							
Spelling patterns		x	x	x	x	x	x
Sight words		x	x	x	x	x	x
Homonyms, homographs, homophones			x	x	x	x	x
Contractions			x	x	x	x	x
Proper nouns			x	x	x	x	x
Compounds				x	x	x	x
Affixes			x	x	x	x	x
Syllabication					x	x	x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Composition - Oral

SKILLS	K	1	2	3	4	5	6
Language development							
Formal language	x	x	x	x	x	x	x
Informal language				x	x	x	x
Logical reasoning	x	x	x	x	x	x	x
Sentences							
Extended sentences	x	x	x	x	x	x	x
Answering completely	x	x	x	x	x	x	x
Discussion	x	x	x	x	x	x	x
Paragraphs							
Retelling	x	x	x	x	x	x	x
Paraphrasing	x	x	x	x	x	x	x
Reporting			x	x	x	x	x
Describing	x	x	x	x	x	x	x
Announcing				x	x	x	x
Interpretation							
Body Language				x	x	x	x
Voice				x	x	x	x
Diction				x	x	x	x
Types							
Dramatic play	x	x	x	x	x	x	x
Plays	x	x	x	x	x	x	x
Puppetry	x	x	x	x	x	x	x
Pantomime			x	x	x	x	x
Telling jokes and riddles	x	x		x	x	x	x
Interviewing				x	x	x	x
Choral reading		x	x	x	x	x	x
Conducting meetings					x	x	x
Telephoning			x	x	x	x	x
Announcing				x	x	x	x
Demonstrating						x	
Recitation							x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Composition - Written

SKILLS	K	1	2	3	4	5	6
Readiness	x	x					
Language development	x	x	x	x	x	x	x
Logical reasoning							
Sentence development		x	x	x	x	x	x
Paragraph development			x	x	x	x	x
Theme development							
Experience charts	x	x	x				
Introduction			x	x	x	x	x
Body			x	x	x	x	x
Conclusion			x	x	x	x	x
Grammar							
Parts of speech			x	x	x	x	x
Syntax				x	x	x	x
Usage				x	x	x	x
Mechanics		x	x	x	x	x	x
Types							
Poems	x	x	x	x	x	x	x
Drama	x	x	x	x	x	x	x
Jokes	x	x	x	x	x	x	x
Riddles	x	x	x	x	x	x	x
Tales	x	x	x	x	x	x	x
Letters		x	x	x	x	x	x
Experiences		x	x	x	x	x	x
Interviews				x	x	x	x
Book reports			x	x	x	x	x
News stories			x	x	x	x	x
Outlines				x	x	x	x
Reviews				x	x	x	x
Slogans				x	x	x	x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Literature

SKILLS	K	1	2	3	4	5	6
Fiction							
Short story	x	x	x	x	x	x	x
Fable	x	x	x	x	x	x	x
Folk tale	x	x	x	x	x	x	x
Nursery rhyme	x	x					
Poetry	x	x	x	x	x	x	x
Fairy tale	x	x	x	x	x	x	x
Myth			x	x	x	x	x
Fantasy			x	x	x	x	x
Legend				x	x	x	x
Bible story				x	x	x	x
Ballad				x			
Novel: excerpt				x	x	x	x
Riddle: humor					x	x	x
Drama					x	x	x
Nonfiction							
Biography		x	x	x	x	x	x
Autobiography			x		x	x	x
Essay			x	x	x	x	x
Humor: anecdote				x			

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE SEVEN

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE SEVEN

I. Readiness

  A. Diagnostic testing

  B. Informal inventories

II. Word Recognition

  A. Phonic synthesis
    1. Decoding
    2. Encoding

  B. Phonic analysis
    1. Consonants
      a. Blends
      b. Digraphs
    2. Vowels
      a. Digraphs
      b. Diphthongs
    3. Phonograms
    4. Syllabication
      a. Vowel sounds
      b. Open syllables
      c. Closed syllables

  C. Structural analysis
    1. Morphemes
      a. Root
      b. Compound
      c. Affixes
    2. Apostrophe
      a. Contraction
      b. Possesive
    3. Hyphen

  D. Contextual clues
    1. That explain
    2. That contrast
    3. That depend on experience

III. Comprehension

  A. Listening vocabulary

STRAND: Reading

GRADE SEVEN

B. Vocabulary
  1. Listening vocabulary
  2. Reading vocabulary
    a. Sight words
    b. Within reading selection
      1) Synonyms
      2) Homonyms
      3) Antonyms
      4) Homophones

C. Sentences

D. Study skills
  1. Resource materials
  2. Library
  3. Dictionary
  4. Other reference books
  5. Recall
  6. Notetaking
  7. Outlining
  8. Summarizing

E. Paragraphs
  1. Organization
    a. Literal level
      1) Main idea
      2) Factual details
      3) Sequence
      4) Following directions
      5) Classification
    b. Interpretive level
      1) Cause and effect
      2) Making inferences
      3) Problem solving
      4) Comparison and contrast
      5) Paraphrasing
      6) Predicting outcomes
    c. Critical level
      1) Fact from opinion
      2) Figurative language
        a) Literal (plot line)
        b) Metaphoric (comparison)
        c) Symbols
        d) Allegory
    d. Evaluative level
      1) Relating reading matter to author's purpose
      2) Relating reading matter to one's experience
  2. Reading rate
    a. Skimming
    b. Detailed reading
    c. Reading for enjoyment

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE SEVEN

I. Mechanics

- A. Adapt cursive handwriting to 3/8" spacing between lines
- B. Increase fluency

II. Manuscript Form

- A. Standard size notebook paper
- B. Ink
- C. Title on first line center
- D. Begin on third line (second line on following pages)
- E. Margins
    1. One inch indention for beginning a paragraph
    2. Red line on left
    3. One inch margin on right
- F. Last two lines left empty
- G. Heading
    1. Name
    2. Class period
    3. Date
- H. Number pages

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE SEVEN

I. Language Development

- A. Formal language
  1. Speaks in complete sentences
  2. Uses standard English

- B. Informal language
  1. Fragmented sentences
  2. Colloquial speech

- C. Combined formal and informal

- D. Logical reasoning
  1. Listening thoughtfully
     - a. Conversation
     - b. Discussion
  2. Stating the main idea
  3. Stating details

II. Structure of Oral Language

- A. Sentences
  1. Extended sentences
  2. Answering questions completely
  3. Discussion

- B. Paragraphs
  1. Retelling a story
  2. Paraphrasing
  3. Reporting
  4. Describing
  5. Announcing

- C. Interpretation
  1. Body language
  2. Voice
  3. Diction

III. Types of Oral Language

- A. Group interaction (student directed)

- B. Recitation
  1. Individual
  2. Group

STRAND: Composition - Oral

GRADE SEVEN

C. Reporting
    1. Symbolic games played in childhood
    2. Explaining how to do something

D. Oral reading

E. Choral reading

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE SEVEN

- I. Language Development
  - A. Formal language
    - 1. Writes in complete sentences
    - 2. Employs standard English
  - B. Informal language
    - 1. Writes fragmented sentences
    - 2. Coloquial writing
  - C. Combining formal and informal
  - D. Logical reasoning
    - 1. Sentence development
      - a. Topic sentence
      - b. Supporting sentence
      - c. Clincher sentence
      - d. Essay-answer sentence
    - 2. Paragraph development
      - a. Definition
      - b. Comparison
      - c. Contrast
      - d. Chronology
- II. Structure of Written Composition
  - A. Grammar
    - 1. Word order
      - a. Noun phrase
      - b. Verb phrase
      - c. Inverted order
      - d. Sentences
        - 1) Simple
        - 2) Declarative
        - 3) Interrogative
        - 4) Imperative
    - 2. Parts of speech
      - a. Noun
        - 1) Common
        - 2) Proper
        - 3) Concrete
        - 4) Abstract
        - 5) Possessive form
        - 6) Compound

- b. Verb
  - 1) Tense
  - 2) Conjugation
    - a) Regular
    - b) Irregular
  - 3) Linking
  - 4) Auxiliary
  - 5) Compound
- c. Pronoun
  - 1) Kinds
  - 2) Case
- d. Adjective
  - 1) Kinds
  - 2) Degree
- e. Adverb
  - 1) Kinds
  - 2) Degree
- f. Preposition
- g. Conjunction
- h. Interjection

3. Syntax
   - a. Subject
   - b. Direct object
   - c. Predicate noun
   - d. Predicate adjective
   - e. Prepositional phrase
     - 1) Object of preposition
     - 2) Modifier

B. Usage

1. Agreement
   - a. Pronoun-antecedent
   - b. Personal pronouns
   - c. Degrees of adjectives
   - d. Correct word form
   - e. Subject-verb
2. Reference
   - a. Parallel structure
   - b. Awkward structure
   - c. Misplaced modifier
   - d. Transition
   - e. Trite expression

C. Mechanics

1. Capitalization
   - a. Abbreviations
   - b. Titles
     - 1) Books
     - 2) Poems
     - 3) Stories
     - 4) Reports

STRAND: Composition - Written

GRADE SEVEN

    - 5) Novels
    - 6) Magazines
    - 7) Movies
    - 8) TV shows
    - 9) Plays
    - 10) Songs
    - 11) Essays
    - 12) Paintings
  - c. Beginning lines of poetry
  - d. Beginning word of sentence
  - e. Proper nouns
    - 1) Places
    - 2) Things
    - 3) Titles of persons
    - 4) Names of languages
    - 5) Names of cities
    - 6) Names of states
    - 7) Names of countries
    - 8) Days of the week
    - 9) Months
    - 10) City, state, federal names
    - 11) Addresses
  - f. Outlining
- 2. Punctuation
  - a. Apostrophe
    - 1) Possessives
    - 2) Contractions
  - b. Colon
    - 1) Play directions
    - 2) Introducing a list
    - 3) Time of day
    - 4) Business letter
  - c. Comma
    - 1) Letters
    - 2) City (town) and state
    - 3) Day and year
    - 4) Words in a series
    - 5) Library listing
    - 6) Direct address
    - 7) Introductory
      - a) Words
      - b) Phrases
      - c) Clauses
    - 8) Transitional words/phrases
    - 9) Appositives
  - d. End punctuation
    - 1) Exclamation point
    - 2) Question mark
    - 3) Period
  - e. Quotation marks
    - 1) Direct quotes
    - 2) Short stories
    - 3) Poems
  - f. Italics

STRAND: Composition - Written

GRADE SEVEN

III. Types of Written Composition

A. Original endings to stories

B. Character sketch

C. Poetry
   1. Couplets
   2. Haiku
   3. Metaphor
   4. Simile
   5. Personification
   6. Imagery
   7. Definition poems
   8. Form poems

D. Fables

E. Themes
   1. Holiday customs
   2. Childhood fantasies
   3. Childhood memories
   4. Childhood fears
   5. Pets
   6. Best friend

F. Conversation

G. Notetaking

H. Outlining

I. News writing

J. Book report

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE SEVEN
HONORS LEVEL (2)

- I. Short Story
  - A. Basic elements
    - 1. Setting
    - 2. Conflict
      - a. Man vs. himself
      - b. Man vs. man
      - c. Man vs. environment
    - 3. Character development
      - a. Internal and external conflict
      - b. Individual/group inter-relationships
      - c. Family setting
      - d. Family as a social structure
      - e. Cultural traditions
    - 4. Point of view

  - B. Plot structure
    - 1. Rising action
    - 2. Conflict
    - 3. Climax
    - 4. Falling action
    - 5. Denouement

- II. Poetry
  - A. Figurative language
    - 1. Metaphor
    - 2. Simile
    - 3. Personification
    - 4. Image

  - B. Structure
    - 1. Rhythm
    - 2. Rhyme
    - 3. Nonrhyme

  - C. Kinds
    - 1. Limerick
    - 2. Haiku

- III. Symbolism
  - A. Basic elements
    - 1. Literal symbol and referent
    - 2. Figurative symbol and referent

GRADE SEVEN
(2)

B. Allegory
  1. Fable
  2. Fantasy
  3. General truth
  4. One-to-one symbolic relationship
  5. Moral lesson

IV. Types

A. Short stories

B. Essays

C. Poetry

D. Novels

E. Plays

F. Magazines

G. Newspapers

H. Myths

I. Legends

J. Folktales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE SEVEN
AVERAGE & ABOVE LEVEL (5)

I. Short Story

- A. Basic elements
  - 1. Setting
  - 2. Conflict
    - a. Man vs. himself
    - b. Man vs. man
    - c. Man vs. environment
  - 3. Character development
    - a. Internal and external conflict
    - b. Individual/group inter-relationships
    - c. Family setting
    - d. Family as a social structure
    - e. Cultural traditions
  - 4. Point of view
- B. Plot structure
  - 1. Rising action
  - 2. Conflict
  - 3. Climax
  - 4. Falling action
  - 5. Denouement

II. Figurative Language

- A. Literal level
- B. Figurative level
  - 1. Simile
  - 2. Metaphor
  - 3. Personification
- C. Types
  - 1. Prose
  - 2. Poetry
  - 3. Haiku

III. Types

- A. Short stories
- B. Essays
- C. Poetry

STRAND: Literature

GRADE SEVEN
(5)

D. Novels

E. Plays

F. Magazines

G. Newspapers

H. Myths

I. Legends

J. Folktales

K. Biographies

L. Autobiographies

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE SEVEN
BASIC OR REMEDIAL LEVEL (8)

I. Short Story

- A. Basic elements
  - 1. Setting
  - 2. Conflict
    - a. Man vs. himself
    - b. Man vs. man
    - c. Man vs. environment
  - 3. Character development
    - a. Family setting
    - b. Family as a social structure
    - c. Cultural traditions

II. Types

- A. Short stories
- B. Essays
- C. Poetry
- D. Novels
- E. Plays
- F. Magazines
- G. Newspapers
- H. Myths
- I. Legends
- J. Folktales
- K. Biographies
- L. Autobiographies

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE SEVEN

I. Consonants
  A. Spelling variations
    1. / e / y
    2. / i / y
    3. / s / is, ys, ice, ace

  B. Silent letters
    1. b
    2. d
    3. e
    4. g
    5. gh
    6. h
    7. k
    8. l
    9. n
    10. p
    11. t
    12. w
    13. wr

II. Vowels

  A. The "r" and "l" controlled vowels

  B. Spelling variations

III. Words

  A. Spelling patterns in words

  B. Homonyms (homophones)

  C. Homographs

  D. Synonyms

  E. Antonyms

  F. Root words (Latin)
    1. aud
    2. ceed
    3. dict
    4. fac
    5. fer
    6. mit

7. spec
8. pel
9. port
10. trac

G. Compounds

H. Confusing pairs

I. Definitions

J. Proofreading

IV. Affixes

A. Prefixes
    1. ac-
    2. ad-
    3. as-
    4. com-
    5. con-
    6. de-
    7. dis-
    8. en-
    9. ex-
    10. im-
    11. in-
    12. pro-
    13. re-
    14. sub-
    15. trans-
    16. un-

B. Suffixes
    1. -able
    2. -al
    3. -ally
    4. -ance
    5. -ant
    6. -ary
    7. -ate
    8. -ed
    9. -eer
    10. -ence
    11. -ent
    12. -er
    13. -est
    14. -ible
    15. -ic
    16. -ing
    17. -ish
    18. -ist

GRADE SEVEN

19. -ity
20. -ize
21. -ly
22. -ment
23. -or
24. -ous
25. plurals
26. -sion
27. -tion

V. Syllabication

A. VCCV

B. VCV

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE EIGHT

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE EIGHT

I. Readiness
  - A. Diagnostic testing
  - B. Informal inventories

II. Word Recognition
  - A. Structural analysis
    - 1. Morphemes
      - a. Root
      - b. Compound
      - c. Affixes
    - 2. Syllabication
  - B. Contextual clues
    - 1. That explain
    - 2. That contrast
    - 3. That depend on experience
    - 4. That bridge

III. Comprehension
  - A. Listening
  - B. Vocabulary
    - 1. Listening vocabulary
    - 2. Reading vocabulary
      - a. Sight words
      - b. Within reading selection
        - 1) Synonyms
        - 2) Homophones
        - 3) Antonyms
  - C. Sentences
    - 1. Simple
    - 2. Compound
    - 3. Complex
  - D. Study skills
    - 1. Resource materials
    - 2. Library
      - a. Card catalog
      - b. Periodical guide
    - 3. Dictionary

4. Other reference books
5. Recall
6. Notetaking
7. Outlining
8. Summarizing

E. Paragraphs
   1. Organization
      a. Literal level
         1) Main idea
         2) Factual details
         3) Sequence
         4) Following directions
         5) Classification
      b. Interpretive level
         1) Cause and effect
         2) Making inferences
         3) Problem finding
         4) Problem solving
         5) Comparison and contrast
         6) Paraphrasing
         7) Predicting outcomes
      c. Critical level
         1) Fact from opinion
         2) Propaganda techniques
         3) Figurative language
            a) Literal (plot line)
            b) Metaphoric (comparison)
            c) Symbols
            d) Allegory
      d. Evaluating level
         1) Relating reading matter to author's purpose
         2) Relating reading matter to one's experience
   2. Reading rate
      a. Skimming
      b. Detailed reading
      c. Reading for enjoyment

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Handwriting

GRADE EIGHT

I. Mechanics

  A. Adapt cursive handwriting to 3/8" spacing between lines

  B. Increase fluency

II. Manuscript Form

  A. Standard size notebook paper

  B. Ink

  C. Title on first line center

  D. Begin on third line (second line on following pages)

  E. Margins
    1. One inch indention for beginning a paragraph
    2. Red line on left
    3. One inch margin on right

  F. Last two lines left empty

  G. Heading
    1. Name
    2. Class period
    3. Date

  H. Number pages

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Oral

GRADE EIGHT

I. Language Development

  A. Formal language
    1. Speaks in complete sentences
    2. Uses standard English

  B. Informal language
    1. Fragmented sentences
    2. Colloquial speech

  C. Combined formal and informal

  D. Logical reasoning
    1. Listening thoughtfully
      a. Conversation
      b. Discussion
    2. Stating the main idea
    3. Stating details

II. Structure of Oral Language

  A. Sentences
    1. Extended sentences
    2. Answering questions completely
    3. Discussion

  B. Paragraphs
    1. Retelling a story
    2. Paraphrasing
    3. Reporting
    4. Describing
    5. Announcing

  C. Interpretation
    1. Body language
    2. Voice
    3. Diction

III. Types of Oral Language

  A. Group interaction (student directed)

  B. Recitation
    1. Individual
    2. Group

STRAND: Composition - Oral

GRADE EIGHT

C. Plays

D. Debate

E. Interview

F. Explanation

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition - Written

GRADE EIGHT

I. Language Development

- A. Formal language
  1. Writes in complete sentences
  2. Employs standard English
- B. Informal language
  1. Writes fragmented sentences
  2. Colloquial writing
- C. Combining formal and informal
- D. Logical reasoning
  1. Sentence development
     - a. Topic sentence
     - b. Supporting sentence
     - c. Clincher sentence
     - d. Essay-answer sentence
  2. Paragraph development
     - a. Definition
     - b. Comparison
     - c. Contrast
     - d. Chronology
     - e. Cause and effect
     - f. Spatial order
  3. Essay development
     - a. Thesis statement
     - b. Introduction
     - c. Body
     - d. Conclusion

II. Structure of Written Composition

- A. Grammar
  1. Word order
     - a. Noun phrase
     - b. Verb phrase
     - c. Inverted order
     - d. Sentences
       - 1) Simple
       - 2) Declarative
       - 3) Interrogative
       - 4) Imperative
  2. Parts of speech

STRAND: Composition - Written

GRADE EIGHT

- a. Noun
  - 1) Common
  - 2) Proper
  - 3) Concrete
  - 4) Abstract
  - 5) Possessive form
  - 6) Compound
  - 7) Collective
  - 8) Appositive
- b. Verb
  - 1) Tenses
  - 2) Voice
  - 3) Transitive
  - 4) Intransitive
  - 5) Conjugation
  - 6) Linking
  - 7) Auxiliary
  - 8) Compound
- c. Pronoun
  - 1) Indefinite
  - 2) Demonstrative
  - 3) Interrogative
  - 4) Relative
- d. Adjective
- e. Adverb
- f. Preposition
- g. Conjunction
- h. Interjection

3. Syntax
   - a. Subject
   - b. Indirect object
   - c. Direct object
   - d. Predicate noun
   - e. Predicate adjective
   - f. Prepositional phrase
   - g. Compound sentence

B. Usage
1. Agreement
   - a. Pronoun-antecedent
   - b. Personal pronouns
   - c. Degrees of adjectives
   - d. Correct word form
   - e. Subject-verb
2. Reference
   - a. Parallel structure
   - b. Awkward structure
   - c. Misplaced modifier
   - d. Transition
   - e. Trite expression

STRAND: Composition - Written

GRADE EIGHT

C. Mechanics
    1. Capitalization
        a. Abbreviations
        b. Titles
            1) Books
            2) Poems
            3) Stories
            4) Reports
            5) Novels
            6) Magazines
            7) Movies
            8) TV shows
            9) Plays
            10) Songs
            11) Essays
            12) Paintings
            13) Biographies
            14) Autobiographies
        c. Beginning lines of poetry
        d. Beginning word of sentence
        e. Proper nouns
            1) Places
            2) Things
            3) Titles of persons
            4) Names of languages
            5) Names of cities
            6) Names of states
            7) Names of countries
            8) Days of the week
            9) Months
            10) City, state, federal names
            11) Addresses
        f. Outlining
    2. Punctuation
        a. Apostrophe
            1) Possessives
            2) Contractions
        b. Colon
            1) Play directions
            2) Introducing a list
            3) Time of day
            4) Business letter
        c. Comma
            1) Letters
            2) City (town), state
            3) Day and year
            4) Words in a series
            5) Library listing
            6) Direct address
            7) Introductory
                a) Words
                b) Phrases
                c) Clauses

        8) Transitional words/phrases
        9) Appositives
        10) Compound sentence
    d. End punctuation
        1) Exclamation point
        2) Question mark
        3) Period
    e. Quotation marks
        1) Direct quotes
        2) Short stories
        3) Poems
    f. Italics
    g. Semi-colon
        1) Compound sentence
        2) Phrases in a series

III. Types of Written Composition

A. Poetry
    1. Interpretation
        a. Literal
        b. Figurative
        c. Symbolic
    2. Poems
    3. Sonnet
    4. Imagery
    5. Form poems

B. Short story

C. Essay

D. Research

E. Parody

F. Paraphrase

G. Plays

H. Character sketch

I. Short story into play

J. News writing

K. Stylized (Poe, Shakespeare, etc.)

L. Book report

M. Biography

N. Student log

STRAND: Composition - Written

GRADE EIGHT

O. Interview

P. Outlining

Q. Conversation

R. Themes
  1. Popular music
  2. Emotions
  3. Colors
  4. Classical music
  5. Maturity
  6. Personal values
  7. Justice
  8. Cultural backgrounds

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE EIGHT
HONORS LEVEL (2)

I. Short Story

   A. Basic elements
      1. Setting
      2. Conflict
      3. Character development
         a. Types
         b. Motivation
         c. Personality
         d. Believability
         e. Method of presentation
         f. Maturity
            1) Perception of reality
            2) Peer group pressure
            3) Value systems
      4. Point of view
      5. Imagery

   B. Plot structure
      1. Rising action
      2. Conflict
      3. Climax
      4. Falling action
      5. Denoument

   C. Unity of effect
      1. Foreshadowing
      2. Narrative hook
      3. Prophecy
      4. Mood
      5. Tone
      6. Theme
      7. Basic elements
         a. Horror
         b. Suspense
         c. Grotesque
         d. Supernatural

II. Symbolism

   A. Levels of meaning
      1. Literal
      2. Figurative

        a. Metaphor
        b. Simile
        c. Image
        d. Personification
    3. Symbolic
        a. Literal symbol and referent
        b. Figurative symbol and referent
    4. Abstract
        a. General truth
        b. Moral
        c. Universal themes

B. Author's purpose
    1. Symbolic analysis
    2. Symbolic synthesis

III. Drama

A. Types
    1. Classical
    2. Elizabethan
    3. Modern
    4. One acts
    5. Musical

B. Structure
    1. Exposition
    2. Complication
    3. Climax
    4. Resolution
    5. Conclusion

C. Appreciation
    1. Characterization
    2. Plot
    3. Language and style
    4. Theater history
    5. Literary heroes

IV. Types

A. Short stories

B. Essays

C. Poetry

D. Novels

E. Plays

F. Magazines

STRAND: Literature

GRADE EIGHT
(2)

G. Newspapers

H. Myths

I. Legends

J. Folktales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE EIGHT
AVERAGE & ABOVE LEVEL (5)

I. Short Story

- A. Basic elements
  - 1. Setting
  - 2. Conflict
  - 3. Character development
    - a. Types
    - b. Motivation
    - c. Personality
    - d. Believability
    - e. Method of presentation
    - f. Maturity
      - 1) Perception of reality
      - 2) Peer group pressure
      - 3) Value systems
  - 4. Point of view
  - 5. Imagery

- B. Plot structure

  - 1. Rising action
  - 2. Conflict
  - 3. Climax
  - 4. Falling action
  - 5. Denoument

- C. Unity of effect
  - 1. Foreshadowing
  - 2. Narrative hook
  - 3. Prophecy
  - 4. Mood
  - 5. Tone
  - 6. Theme
  - 7. Basic elements
  - 8. Man and his environment
    - a. Nationality
    - b. Family structure
    - c. Education
    - d. Environment
    - e. Religion
    - f. Occupation
    - g. Race

STRAND: Literature

GRADE EIGHT
(5)

II. Poetry

A. Figurative language
   1. Metaphor
   2. Simile
   3. Personification
   4. Imagery

B. Structure
   1. Alliteration
   2. Repetition
   3. Rhythm
   4. Rhyme

C. Kinds
   1. Narrative
   2. Monolgue
   3. Lyrical
   4. Epigrammatical

III. Types

A. Short stories

B. Essays

C. Poetry

D. Novels

E. Plays

F. Magazines

G. Newspapers

H. Myths

I. Legends

J. Folktales

K. Biographies

L. Autobiographies

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature

GRADE EIGHT
BASIC OR REMEDIAL LEVEL (8)

I. Short Story

- A. Basic elements
    - 1. Setting
    - 2. Conflict
    - 3. Character development
        - a. Motivation
        - b. Maturity
            - 1) Perception of reality
            - 2) Peer group pressure
            - 3) Value systems

- B. Unity of effect
    - 1. Foreshadowing
    - 2. Basic elements
        - a. Horror
        - b. Suspense
        - c. Grotesque
        - d. Supernatural

II. Types

- A. Short stories
- B. Essays
- C. Poetry
- D. Novels
- E. Plays
- F. Magazines
- G. Myths
- H. Newspapers
- I. Legends
- J. Folktales
- K. Biographies
- L. Autobiographies

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Spelling

GRADE EIGHT

I. Consonants

   A. Spelling variations
      1. / e / y
      2. / f / ph
      3. / k / c
      4. / s / c
      5. / z / s

   B. Silent letters
      1. b
      2. ch
      3. d
      4. e
      5. g
      6. gh
      7. h
      8. l
      9. n
      10. p
      11. w

II. Vowels

   A. The "r" and "l" controlled vowels

   B. Spelling variations

III. Words

   A. Spelling patterns in words

   B. Homonyms (homophones)

   C. Homographs

   D. Synonyms

   E. Antonyms

   F. Root words
      1. Latin
         a. buculus
         b. creare
         c. ducere

d. foederare
e. frigerare
f. jungere
g. liber
h. moles
i. plectere
j. salsus
k. solvere
l. spirare
m. subvenire
n. venire
o. volvere

2. French
a. chauffer
b. cigare
c. crochet
d. reserver
e. revenir

G. Compounds

H. Confusing pairs

I. Definitions

J. Proofreading

IV. Affixes

A. Prefixes
1. ab-
2. ac-
3. ad-
4. ante-
5. ap-
6. as-
7. bene-
8. com-
9. con-
10. de
11. dis-
12. en-
13. ex-
14. im-
15. in-
16. inter-
17. ir-
18. non-
19. pre-
20. pro-
21. re-
22. super-
23. trans-

GRADE EIGHT

B. Suffixes
   1. -able
   2. -age
   3. -al
   4. -ally
   5. -ance
   6. -ant
   7. -ary
   8. -ate
   9. -ed
   10. -ence
   11. -ent
   12. -ess
   13. -ible
   14. -ing
   15. -ity
   16. -ly
   17. -ment
   18. -or
   19. -ous
   20. plurals
   21. -sion
   22. -tion
   23. -ture

V. Syllabication

A. VCCV

B. VCV

GRADED COURSE OF STUDY

SCOPE AND SEQUENCE

GRADES SEVEN AND EIGHT

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Reading

SKILLS	7	8
Readiness		
Diagnostic testing	x	x
Informal inventories	x	x
Word recognition		
Phonic synthesis	x	
Phonic analysis	x	
Structural analysis	x	x
Contextual clues	x	x
Comprehension		
Listening	x	x
Vocabulary	x	x
Sentences	x	x
Study skills		
Resource materials	x	x
Library	x	x
Dictionary	x	x
Recall	x	x
Notetaking, outlining, summarizing	x	x
Organization		
Main idea	x	x
Factual details	x	x
Sequence	x	x
Following directions	x	x
Classification	x	x
Cause and effect	x	x
Making inferences	x	x
Generalizations	x	x
Conclusions	x	x
Analogies	x	x
Problem finding	x	x
Problem solving	x	x
Comparison and contrast	x	x
Paraphrasing	x	x
Predicting outcomes	x	x
Fact vs. fiction	x	x
Major and minor details	x	x
Fact from opinion	x	x
Literal (plot line)	x	x
Metaphoric (comparison)	x	x
Symbolic (one-to-one)	x	x

STRAND: Reading
(con't)

SKILLS	7	8
Allegory (moral)	x	x
Relating reading matter to		
Author's purpose	x	x
One's experience	x	x
Something other than the author's intent		
Reading rate	x	x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Handwriting

SKILLS	7	8
Mechanics		
Spacing and size	x	x
Fluency	x	x
Manuscript form		
Paper size	x	x
Ink	x	x
Title	x	x
Margins	x	x
Empty lines	x	x
Heading	x	x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Composition - Oral

SKILLS	7	8
Language development		
Formal language	x	x
Informal language	x	x
Logical reasoning	x	x
Sentences		
Extended sentences	x	x
Answering completely	x	x
Discussion	x	x
Paragraphs		
Retelling	x	x
Paraphrasing	x	x
Reporting	x	x
Describing	x	x
Announcing	x	x
Interpretation		
Body language	x	x
Voice	x	x
Diction	x	x
Types		
Group interaction	x	x
Recitation	x	x
Reporting	x	
Oral reading	x	x
Choral reading		
Plays	x	x
Debate		x
Interview		x
Explanation	x	x
Interpretation (literary cutting)		x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Composition - Written

SKILLS	7	8
Language development	x	x
Logical reasoning		
Sentence development	x	x
Paragraph development		
Definition	x	x
Comparison	x	x
Contrast	x	x
Chronology	x	x
Cause and effect	x	x
Spatial order	x	x
Inductive		
Deductive		
Essay development		
Thesis statement	x	x
Introduction	x	x
Body	x	x
Conclusion	x	x
Transitions	x	x
Word choice	x	x
Grammar		
Parts of speech	x	x
Syntax	x	x
Usage	x	x
Mechanics	x	x
Types		
Original endings	x	x
Character sketch	x	x
Poems	x	x
Fables	x	
Conversation	x	x
Notetaking	x	x
Outlining	x	x
News writing	x	x
Book report	x	x
Short study	x	x
Essay	x	x
Research	x	x
Parody		x
Paraphrase	x	x
Plays		x
Short story into play		x
Stylized	x	x

STRAND: Composition - Written
(con't)

SKILLS	7	8
Biography		x
Student log	x	x
Interview		x
What if. . . ?	x	x
Report		
Myths		
Satire	x	x
Cartoons/comic strips		
Selected themes	x	x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Literature

SKILLS	7^2	7^5	7^8	8^2	8^5	8^8
Short story						
Setting	x	x	x	x	x	x
Conflict	x	x	x	x	x	x
Character development	x	x	x	x	x	x
Point of view	x	x		x	x	
Plot structure	x	x		x	x	
Imagery	x			x	x	
Unity of effect				x	x	x
Environment	x	x	x		x	
Levels of meaning						
Literal level	x	x		x	x	
Metaphoric level	x	x		x	x	
Symbolic level	x			x		
Allegorical level	x			x		
Structure	x				x	
Kinds	x	x			x	
Symbolic synthesis				x		
Symbolic analysis	x			x		
Drama						
Types				x		
Structure				x		
Appreciation				x		
Mythology						
Satire						
Tragedy						
Novel	x	x	x	x	x	x
Science fiction						
Types						
Techniques						
Problem solving						
Author's view						
Types Short stories, essays, poetry, novels, plays, magazines, newspapers, myths, legends, folktales, biographies, autobiographies	x	x	x	x	x	x

SCOPE AND SEQUENCE
LANGUAGE ARTS

STRAND: Spelling

SKILLS	7	8
Sound-symbol relationships		
Spelling variations	x	x
Silent letters	x	x
Words		
Spelling patterns	x	x
Homonyms, homographs, homophones	x	x
Synonyms	x	x
Antonyms	x	x
Compounds	x	x
Confusing pairs	x	x
Definitions	x	x
Proofreading	x	x
Root words	x	x
Affixes	x	x
Syllabication	x	x

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE NINE

ONE CREDIT

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Reading

GRADE NINE

I. Readiness

   A. Diagnostic testing

   B. Informal inventories

II. Word Recognition

   A. Structural analysis
      1. Morphemes
         a. Root
         b. Compound
         c. Affixes

   B. Contextual clues
      1. That explain
      2. That contrast
      3. That depend on experience
      4. That bridge

III. Comprehension

   A. Listening

   B. Vocabulary
      1. Listening vocabulary
      2. Reading vocabulary
         a. Sight words
         b. Within reading selection
            1) Synonyms
            2) Homophones
            3) Antonyms
            4) Malapropisms
            5) Technical terms
            6) Literary terms

   C. Sentences
      1. Simple
      2. Compound
      3. Complex
      4. Compound/complex

   D. Study skills
      1. Resource materials

STRAND: Reading

GRADE NINE

2. Library
   a. Card catalog
   b. Cross reference
   c. Periodical guide
3. Dictionary
4. Other reference books
5. Recall
6. Notetaking
7. Outlining
8. Summarizing

E. Paragraphs
   1. Organization
      a. Literal level
         1) Main idea
         2) Factual details
         3) Sequence
         4) Following directions
         5) Classification
      b. Interpretive level
         1) Cause and effect
         2) Making inferences
         3) Problem finding
         4) Problem solving
         5) Comparison and contrast
         6) Paraphrasing
         7) Predicting outcomes
         8) Generalizations
         9) Conclusions
         10) Analogies
         11) Major and minor details
         12) Fact vs. fiction
      c. Critical level
         1) Fact from opinion
         2) Propaganda techniques
         3) Figurative language
            a) Literal (plot line)
            b) Metaphoric (comparison)
            c) Symbolic
            d) Allegory
      d. Evaluative level
         1) Relating reading matter to author's purpose
         2) Relating reading matter to one's experience
         3) Relating reading matter to something other than the author's intent
   2. Reading rate
      a. Skimming
      b. Detailed reading
      c. Reading for enjoyment
      d. Reading for a purpose

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Communication

GRADE NINE

I. Language Development

  A. Formal language
    1. Speaks in complete sentences
    2. Uses standard English

  B. Informal language
    1. Fragmented sentences
    2. Colloquial speech

  C. Combined formal and informal

  D. Logical reasoning
    1. Listening thoughtfully
      a. Conversation
      b. Discussion
    2. Stating the main idea
    3. Stating details

II. Structure of Oral Language

  A. Sentence
    1. Extended sentences
    2. Answering questions completely
    3. Discussion

  B. Paragraphs
    1. Retelling a story
    2. Paraphrasing
    3. Reporting
    4. Describing

  C. Interpretation
    1. Body language
    2. Voice
    3. Diction

III. Types of Oral Language

  A. Group interaction (student directed)

  B. Recitation
    1. Individual
    2. Group

STRAND: Communication

GRADE NINE

C. Reporting

D. Interview

E. Interpretation (literary cutting)

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Composition
GRADE NINE
(Includes Handwriting and Spelling)

I. Mechanics

A. Adapt cursive handwriting to 3/8" spacing between lines

B. Increase fluency

II. Manuscript Form

A. Standard size notebook paper

B. Ink

C. Title on first line center

D. Begin on third line (second line on following pages)

E. Margins
   1. One inch indention for beginning a paragraph
   2. Red line on left
   3. One inch margin on right

F. Last two lines left empty

G. Heading
   1. Name
   2. Class period
   3. Date

H. Number pages

III. Words (From literature selections, compositions, and skill books)

A. Homonyms (homophones)

B. Homographs

C. Synonyms

D. Antonyms

E. Root words
   1. Latin
   2. Greek
   3. French

- F. Definitions
- G. Proofreading

IV. Affixes

- A. Prefixes
- B. Suffixes

V. Language Development

- A. Formal language
  - 1. Writes in complete sentences
  - 2. Employs standard English
- B. Informal language
  - 1. Writes fragmented sentences
  - 2. Colloquial writing
- C. Combining formal and informal
- D. Logical reasoning
  - 1. Sentence development
    - a. Topic sentence
    - b. Supporting sentence
    - c. Clincher sentence
    - d. Essay-answer sentence
  - 2. Paragraph development
    - a. Topic sentence
    - b. Comparison
    - c. Contrast
    - d. Chronology
    - e. Cause and effect
    - f. Spatial order
    - g. Inductive
    - h. Deductive
  - 3. Essay development
    - a. Thesis statement
    - b. Introduction
    - c. Body
    - d. Conclusion
    - e. Transitions
    - f. Word choice

VI. Structure of Written Composition

- A. Grammar
  - 1. Word order
    - a. Noun phrase

STRAND: Composition

GRADE NINE

- b. Verb phrase
- c. Inverted order
- d. Sentences
    - 1) Simple
    - 2) Declarative
    - 3) Interrogative
    - 4) Imperative
    - 5) Compound
    - 6) Complex

2. Parts of speech
    - a. Noun
        - 1) Common
        - 2) Proper
        - 3) Concrete
        - 4) Abstract
        - 5) Possessive form
        - 6) Compound
        - 7) Collective
        - 8) Appositive
    - b. Verb
        - 1) Tenses
        - 2) Voice
        - 3) Transitive
        - 4) Intransitive
        - 5) Conjugation
        - 6) Linking
        - 7) Auxiliary
        - 8) Compound
    - c. Pronoun
        - 1) Indefinite
        - 2) Demonstrative
        - 3) Interrogative
        - 4) Relative
    - d. Adjective
    - e. Adverb
    - f. Preposition
    - g. Conjunction
        - 1) Coordinating
        - 2) Subordinating
    - h. Interjection
3. Syntax
    - a. Subject
    - b. Indirect object
    - c. Direct object
    - d. Predicate noun
    - e. Predicate adjectives
    - f. Prepositional phrase
    - g. Compound sentence
    - h. Complex sentence

STRAND: Composition

GRADE NINE

B. Usage
    1. Agreement
        a. Pronoun-antecendent
        b. Personal pronouns
        c. Degrees of adjectives
        d. Correct word form
        e. Subject-verb
    2. Reference
        a. Parallel structure
        b. Awkward structure
        c. Misplaced modifier
        d. Transition
        e. Trite expression

C. Mechanics
    a. Capitalization
        a. Abbreviations
        b. Titles
            1) Books
            2) Poems
            3) Stories
            4) Reports
            5) Novels
            6) Magazines
            7) Movies
            8) TV shows
            9) Plays
            10) Songs
            11) Essays
            12) Paintings
            13) Biographies
            14) Autobiographies
        c. Beginning lines of poetry
        d. Beginning word of sentence
        e. Proper nouns
            1) Places
            2) Things
            3) Titles of persons
            4) Names of languages
            5) Names of cities
            6) Names of states
            7) Names of countries
            8) Days of the week
            9) Months
            10) City, state, federal names
            11) Addresses
        f. Outlining

STRAND: Composition

GRADE NINE

2. Punctuation
   a. Apostrophe
      1) Possessives
      2) Contractions
   b. Colon
      1) Play directions
      2) Introducing a list
      3) Time of day
      4) Business letter
      5) Separate chapter and verse
   c. Comma
      1) Letters
      2) City (town) and state
      3) Day and year
      4) Words in a series
      5) Library listing
      6) Direct address
      7) Introductory
         a) Words
         b) Phrases
         c) Clauses
      8) Transitional words/phrases
      9) Appositives
      10) Compound sentence
      11) Complex sentence
   d. End punctuation
      1) Exclamation
      2) Question mark
      3) Period
   e. Quotation mark
      1) Direct quotes
      2) Short stories
      3) Poems
   f. Italics
   g. Semicolon
      1) Phrases in a series
      2) Compound sentence
      3) Complea sentence

VII. Types of Written Composition

A. Original endings to short stories

B. What if ...?

C. Report on authors

D. Poetry
   1. Interpretation

      - a. Literal
      - b. Figurative
      - c. Symbolic
   - 2. Poems
   - 3. Sonnet
   - 4. Ballad

E. Myths
   1. Greek and Roman
   2. Other myths
   3. Mock epic

F. Parody

G. Satire

H. News writing

I. Character sketch

J. Biography

K. Fable

L. Paraphrase

M. Plays

N. Diary/log

O. Interview

P. Essay

Q. Research

R. Cartoons/comic strips

S. Outlining

T. Themes
   1. Popular music
   2. Hero in literature
   3. Mythology
   4. Power
   5. Satire
   6. Tragedy
   7. Emotions

STRAND: Composition

GRADE NINE

8. Colors
9. Prejudice
10. Science fiction
11. Ecology
12. Drama
13. Television
14. Maturity
15. Personal values

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature
English 192
GRADE NINE
HONORS LEVEL

I. Symbolism

- A. Level of meaning
    - 1. Literal
    - 2. Figurative
        - a. Metaphoric
            - 1) Simile
            - 2) Metaphor
            - 3) Personification
        - b. Symbolic
            - 1) Symbol/referent
            - 2) Circle of reference
        - c. Allegory
            - 1) One-to-one symbol/referent
            - 2) Comment on human behavior
            - 3) Macrocosmic world vs. microcosmic world
- B. Symbols
    - 1. Extrinsic
    - 2. Intrinsic

II. Mythology

- A. Gods and heroes
    - 1. Background in Greek mythology
    - 2. The earliest heroes
    - 3. Man emerges as a hero
    - 4. The mythic hero
- B. Allusions in literature to mythology

III. Satire

- A. Types
    - 1. Monologue
    - 2. Dialogue
    - 3. Literary
- B. Techniques
    - 1. Abuse
    - 2. Exaggeration
    - 3. Invective
    - 4. Irony (sarcasm, contrast)

- C. Purpose
    - 1. Target
    - 2. Change
    - 3. Criticism
    - 4. Entertainment

IV. Tragedy

- A. Structure
    - 1. Chain of events
    - 2. Human fault
    - 3. Tragic flaw

- B. Tragic hero
    - 1. High standing
    - 2. Transcends

V. Novel

- A. Development

- B. Structure
    - 1. Setting
    - 2. Style
    - 3. Characterization
    - 4. Plot
    - 5. Point of view

VI. Types

- A. Short stories
- B. Essays
- C. Poetry
- D. Novels
- E. Plays
- F. Magazines
- G. Newspapers
- H. Myths
- I. Legends
- J. Folktales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature
English 194
GRADE NINE
COLLEGE-BOUND LEVEL

I. Symbolism

- A. Levels of meaning
    - 1. Literal
    - 2. Figurative
        - a. Metaphoric
            - 1) Simile
            - 2) Metaphor
            - 3) Imagery
            - 4) Personification
        - b. Symbolic
            - 1) Literal symbol/referent
            - 2) Figurative symbol/referent
        - c. Allegory
            - 1) General truth
            - 2) Moral
            - 3) Universal themes
                - a) Religious
                - b) Ethnic
                - c) Racial
                - d) Social
                - e) Physical

- B. Author's purpose
    - 1. Symbolic synthesis
    - 2. Symbolic analysis

II. Drama

- A. Types
    - 1. Classical
    - 2. Elizabethan
    - 3. Modern
    - 4. One acts
    - 5. Musical

- B. Structure
    - 1. Exposition
    - 2. Complication
    - 3. Climax
    - 4. Resolution
    - 5. Conclusion

- C. Appreciation
  - 1. Characterization
  - 2. Plot
  - 3. Language and style
  - 4. Theater history
  - 5. Literary heroes

III. Science Fiction

- A. Types
  - 1. Pessimistic
    - a. Conflict
    - b. Anxiety
    - c. Failure
  - 2. Optimistic
    - a. Conflict
    - b. Problem solving
    - c. Success

- B. Techniques
  - 1. Probability
  - 2. Possibility
  - 3. Science
  - 4. Fiction
  - 5. Myth
  - 6. Scapegoat
  - 7. Ostracize
  - 8. Prejudice

IV. Types

- A. Short stories
- B. Essays
- C. Poetry
- D. Novels
- E. Plays
- F. Magazines
- G. Newspapers
- H. Myths
- I. Legends
- J. Folktales

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

STRAND: Literature
English 196
GRADE NINE
AVERAGE & BELOW LEVEL

I. Symbolism

   A. Levels of meaning
      1. Literal
      2. Figurative
         a. Symbolic
         b. Allegory

   B. Symbols
      1. Extrinsic
      2. Intrinsic

II. Drama

   A. Types
      1. Classical
      2. Elizabethan
      3. Modern
      4. One acts
      5. Musical

   B. Structure
      1. Characterization
      2. Setting
      3. Plot
      4. Conflict
      5. Climax
      6. Resolution of action

   C. Appreciation
      1. Language and style
      2. Theater history

III. Adventure and Science Fiction

   A. Types
      1. Pessimistic
         a. Conflict
         b. Anxiety
         c. Failure
      2. Optimistic
         a. Conflict
         b. Problem solving
         c. Success

- B. Techniques
  - 1. Suspense
  - 2. Conflict
    - a. Problem finding
    - b. Problem solving
    - c. Value systems
    - d. Scapegoat
    - e. Ostracize
    - f. Prejudice
  - 3. Problem solving
    - a. Religious
    - b. Ethnic
    - c. Racial
    - d. Social
    - e. Physical
    - f. Mental
    - g. Economic
    - h. Moral
  - 4. Author's view
    - a. Future
    - b. Human nature
      - 1) Characterization
        - a) Universal problems
        - b) Motivation
      - 2) Maturity
        - a) Perception of reality
        - b) Peer group pressure
        - c) Value systems

- IV. Types
  - A. Short stories
  - B. Essays
  - C. Poetry
  - D. Novels
  - E. Plays
  - F. Magazines
  - G. Newspapers
  - H. Myths
  - I. Legends
  - J. Folktales
  - K. Biographies
  - L. Autobiographies

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities, and where necessary, be given the appropriate reinforcement.

STRAND: Literature
English 198
GRADE NINE
BASIC OR REMEDIAL LEVEL

I. Figurative Language

- A. Literal level
- B. Figurative level
  - 1. Simile
  - 2. Metaphor
  - 3. Personification
- C. Types
  - 1. Prose
  - 2. Poetry
  - 3. Haiku

II. Adventure and Science Fiction

- A. Types
  - 1. Pessimistic
    - a. Conflict
    - b. Anxiety
    - c. Failure
  - 2. Optimistic
    - a. Conflict
    - b. Problem solving
    - c. Success
- B. Techniques
  - 1. Conflict
    - a. Scapegoat
    - b. Ostracize
    - c. Prejudice
  - 2. Problem solving
    - a. Physical
    - b. Mental
    - c. Economic
    - d. Moral

III. Mythology

- A. Gods and heroes
  - 1. Background in Greek mythology
  - 2. The earliest heroes
  - 3. Man emerges as a hero
  - 4. The mythic hero

B. Allusions in literature to mythology

IV. Types

A. Short stories

B. Essays

C. Poetry

D. Novels

E. Plays

F. Magazines

G. Newspapers

H. Myths

I. Legends

J. Folktales

K. Biographies

L. Autobiographies

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE TEN

ONE CREDIT

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 102
GRADE TEN
HONORS LEVEL

I. Strand: Composition

- A. Exposure to and practice of the following types of critical papers:
    1. Poetry explication
    2. Short story analysis
    3. Character analysis
    4. Thematic analysis
    5. Structure analysis

- B. Exposure to and practice of the following composition techniques:
    1. Outlining
    2. Organization
    3. Unity
    4. Point of view
    5. Transition
    6. Diction

- C. Exposure to a standardized test of composition and mechanics for comprehension of:
    1. Organization of ideas
    2. Topic sentence - thesis statement
    3. Standard English
    4. Punctuation
    5. Parts of speech
    6. Parts of a sentence
    7. Spelling

- D. Study and practice of the following grammar concepts:
    1. Parts of speech
    2. Phrases
    3. Clauses
    4. Complete sentences
    5. Types of sentences
    6. Capitalization
    7. Punctuation
    8. Spelling
    9. Usage
    10. Diagramming of complete sentences

- E. Enrichment of written vocabulary through:
    1. Exposure to and study of the following literary concepts:
        a. Theme
        b. Plot
        c. Character

d. Setting
e. Point of view
f. Metaphor and simile
g. Imagery
h. Synonym and antonym
i. Alliteration
j. Verse forms
k. Metrical forms
l. Rhyme schemes
m. Mood
n. Style
o. Symbolism
p. Allusions
q. Romanticism
r. Transcendentalism
s. Regionalism
t. Naturalism
u. Realism
v. Figurative language
w. Scansion

2. Study of teacher-prescribed vocabulary lists
3. Use of dictionary

II. Strand: Literature

A. Exposure to and study of American literature through the survey course method

B. Exposure to and study of recognized classics of American literature

C. Analysis of the development of the American character through literature

D. Analysis of the historical and philosophical backgrounds of the various American literary periods

E. Analysis of the structure of the novel, short story, poetry, essay, and drama

F. Practice in the development of the critical approaches to literature

G. Analysis of the following types of American literature:
1. Poetry from the Colonial period to the Contemporary period
2. Short story from the Poe period through the Local Color period to the Contemporary period
3. Novel, at least three, representative of American literary trends
4. Essay, at least two, from the Transcendental period
5. Drama, at least one, from the Contemporary period

H. Analysis of the following literary concepts:
1. Verse techniques
2. Dialect - local color

3. Transcendental philosophy
4. Foreshadowing
5. Telescoped events
6. Story within a story
7. Dramatic realism and expressionism
8. Irony
9. Structure of novels and short stories

I. Enrichment of reading vocabulary through:
   1. Study of above literary concepts
   2. Study of vocabulary lists
   3. Use of dictionary

III. Strand: Communication

A. Analysis of literary works, concepts, or filmed adaptations through individual oral reports

B. Reinforcement of the following speaking skills:
   1. Oral interpretation of literature or filmed adaptations
   2. Oral presentations
   3. Listening skills

IV. Strand: Reading

A. Exposure to various genres of American literature

B. Exposure to various reading improvement courses offered for those students needing or desiring improved speed or comprehension

C. Reinforcement of developmental reading skills at a higher level of sophistication

D. Orientation to library use procedures and basic research methods

E. Taking of a standardized reading test for comprehension of:
   1. Main ideas
   2. Inferences
   3. Vocabulary meanings

F. Enrichment of reading vocabulary through:
   1. Critical reading
   2. Teacher-prescribed lists
   3. Use of dictionary

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement. English 10501 and 10502 are College-Bound; 10503 is non-College-Bound.

English 105
GRADE TEN

I. Strand: Composition

  A. Grammar (review specific points of grammar only as need is indicated by results of standardized test)

  B. Usage
    1. College-Bound Program (review and emphasize) - 10501 and 10502
      a. Colon and hyphen use
      b. Clause punctuation
      c. Wordiness
      d. Sentence variety
      e. Parallelism
      f. Coordination
      g. Review other points of usage as need is indicated
    2. Non-College-Bound Program (review and emphasize) - 10503
      a. Colon and hyphen use
      b. Clause punctuation
      c. Wordiness
      d. Review other points of usage as need is indicated

  C. Types of composition
    1. College-Bound Program - 10501 and 10502
      a. Review of multiparagraph organizational patterns
      b. Single paragraphs controlled by topic sentence
      c. Multiparagraph personal essay
      d. Multiparagraph critical essay
      e. Poetry explication
    2. Non-College-Bound Program - 10503
      a. Review of multiparagraph organizational patterns
      b. Study guide answers
      c. Summaries
      d. Responses to essay questions
      e. Brief research paper

  D. Vocabulary and spelling (reference as need is indicated)

II. Strand: Literature

  A. Poetry (College-Bound Program) - 10501 and 10502
    1. Review meter and rhythm fundamentals

GRADE TEN

2. Poetic devices (review and emphasize)
    a. Alliteration
    b. Blank verse
    c. Couplet
    d. Euphony
    e. Free verse
    f. Metaphor
    g. Onomatopoeia
    h. Personification
    i. Simile
3. Poetic forms
    a. Ballad
    b. Lyric
    c. Narrative
    d. Sonnet

B. Novels and plays
    1. Theme identification
    2. Conflict identification
    3. Characterization
    4. Relevance to students

III. Strand: Communication

A. Speech
    1. Required speeches for College-Bound Program - 10501
        a. Oral reading
        b. Information speech
        c. Opinion speech
        d. Research speech
        e. Demonstration speech
        f. Persuasion speech
    2. Required speeches for non-College-Bound Program - 10503
        a. Oral reading
        b. Information speech
        c. Personal experience speech
        d. Persuasion speech
        e. Demonstration speech
        f. Research speech
        g. Job interview
    3. Reinforce listening skills
    4. Reinforce group techniques
        a. Large group techniques
        b. Small group techniques

B. Drama - 10502
    1. Fundamentals of acting techniques
    2. Types of presentations
        a. Improvisational skits
        b. Memorized scenes
        c. Memorization and production of one act play

3. Fundamentals of staging
   a. Set design
   b. Props
   c. Costumes
   d. Makeup
   e. Lighting

IV. Strand: Reading

A. Reading comprehension skills (reinforce and develop as need is indicated)
   1. Literal level
   2. Interpretive level
   3. Critical level
   4. Evaluative level

B. Library skills
   1. Orientation to functions of the school library
   2. Basic methods of research

C. Vocabulary (as applied to work of literature being studied)

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 108
GRADE TEN
BASIC OR REMEDIAL LEVEL

I. Strand: Composition

- A. Mechanics
  - 1. Capitalization
  - 2. Possessives and plurals
  - 3. Punctuation, especially series and end punctuation
  - 4. Fragments and run ons
  - 5. Common usage errors

- B. Techniques
  - 1. Introduction of forms and applications
  - 2. Topic sentences
  - 3. Paragraph development
    - a. Details and examples
    - b. Step by step
    - c. Comparison and contrast

II. Strand: Literature

- A. Types
  - 1. Selected short stories
  - 2. Selected plays
  - 3. Newspaper articles
  - 4. Short novels

- B. Elements
  - 1. Plot structure
  - 2. Characterization
  - 3. Theme
  - 4. Relation to contemporary situation

III. Strand: Communication

- A. Oral interpretation of drama
  - 1. Basic staging techniques
  - 2. Basic characterization techniques

- B. Electronic media
  - 1. Radio
    - a. History
    - b. Characteristics of early radio
    - c. Characteristics of popular contemporary stations
    - d. Types of radio programs

2. Television
    a. History
    b. Types of programs
    c. Characteristics of prime time programs
3. Advertising theory and propaganda techniques within the media

IV. Strand: Reading

A. Skills
1. Phonetic and structural word attack skills
2. Word recognition and vocabulary development
3. Spelling
4. Comprehension
    a. Association of ideas
    b. Main idea
    c. Supporting details
    d. Inferences
    e. Drawing conclusions
    f. Organization of ideas

B. Methods
1. Silent reading
2. Oral reading

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE ELEVEN

ONE CREDIT

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 112
GRADE ELEVEN
JUNIOR HONORS

I. Strand: Composition (Development of critical writing emphasizing original ideas supported by fact - critical essay)

- A. Include grammar review
  - 1. Serious errors
    - a. Fragment
    - b. Run-on sentence
    - c. Comma splice
    - d. Spelling
  - 2. Sentence parts
  - 3. Phrases
  - 4. Clauses
  - 5. Parallel structure
  - 6. Agreement

- B. Write at least one original narrative work - ballad, idyll, poem

- C. Prepare a variety of papers
  - 1. Argumentation and persuasion
  - 2. Analytical
  - 3. Poetry explication
  - 4. Critical

- D. Assign long critical paper involving scholarly research

II. Strand: Literature (Development of critical approach to the study of English literature)

- A. Study the changes in English as a language from the early to the modern times

- B. Expose students to scholarly studies of varied works

- C. Encourage original critical ideas about the literature

- D. Study works recognized for their literary merit in English literature

- E. Begin thematic analysis of works undertaken

- F. Provide a broad background of all literary types

- G. Introduce background of literary terminology conducive to the critical approach

GRADE ELEVEN

1. Imagery
2. Comedy
3. Tragedy
4. Epic
5. Elegy
6. Antithesis
7. Masque
8. Classicism
9. Symbolism
10. Ballad
11. Sonnet

III. Strand: Communication (Employment of communication skills to intensify involvement with literary studies)

A. Act out various dramatic scenes in both novel and drama

B. Read, with careful teacher guidance, various poems that excite exchange of ideas

C. Explicate orally passages of poetry meant to establish multiple levels of meaning

D. Discuss nuances of meaning employed in all literary types

E. Exchange original ideas concerning all literary types

F. Analyze literary works or concepts through either panel discussions or individual oral reports

IV. Strand: Reading (Development of critical reading and study and a continued stress on accuracy)

A. Administer standardized tests

B. Employ library skills in the study of critical works

C. Study works from English literature of recognized merit

D. Expose student to various reading improvement courses offered in other segments of department curriculum

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 115
GRADES ELEVEN AND TWELVE
Two Credits (Two-Year Program)

I. Strand: Composition

- A. Grammar (review specific points of grammar only as need is indicated)

- B. Usage (review specific points of usage only as need is indicated)

- C. Types of compositions
  - 1. College-Bound proficiency requirement
    - a. Autobiographical sketch
    - b. Process essay
    - c. Definition essay
    - d. Critical essay
    - e. Research paper
  - 2. Non-College-Bound proficiency requirement
    - a. Autobiography
    - b. Business letter
    - c. Opinion letter
    - d. Précis
    - e. Resume'
    - f. Applications
  - 3. Other composition experiences
    - a. Critical reviews
    - b. Creative writing (short stories, poems, plays, and scripts)
    - c. Narrative writing
    - d. Descritivie writing
    - e. Outlining
    - f. Review and reinforce other types of composition (as need is indicated)
    - g. Journalistic writing

- D. Spelling and vocabulary (reinforce as need is indicated)

II. Strand: Literature (Selection of works for study that serve the educational needs of a wide variety of student readers, both college preparatory and students with widely differing vocational objectives, and that lend themselves to the encouragement of further reading beyond the classroom)

- A. Literary genre to be examined according to individual student interests and needs
  - 1. Discursive prose
    - a. Biography and autobiography
    - b. Formal and informal essays
    - c. Articles and texts

2. Imaginative prose
   a. Narrative
   b. Myths
   c. Mystery literature, such as crime and detection and suspense
   d. Science fiction and fantasy
   e. Humor and satire
3. Poetry

B. Literary themes to be examined according to individual student interests and needs
   1. Conflicts of identity
   2. Conflicts with destiny
   3. Philosophy of life
   4. Transition to adulthood
   5. Problems of modern society
   6. Love and friendship
   7. Relation of literature to the cycle of life

C. Elements of literary analysis to be examined according to individual student interests and needs
   1. Characterization
      a. Types of characters
      b. Methods of character development
      c. Significance of characters
   2. Plot development
      a. Analysis of structure and style
      b Emphasis of various elements
      c. Importance of plot in works' effectiveness
   3. Point of view
      a. Author observant, participant, or omniscient
      b. Significance in the work
   4. Author style and method of attainment
   5. Poetic techniques

III. Strand: Communication (Skills to be examined according to individual needs or interests)

A. Study of and practice in the following concepts of radio and television production:
   1. Scripting
   2. Directing
   3. Set designing
   4. Camera placement
   5. Lighting
   6. Microphone use and placement
   7. Record and tape use
   8. Editing
   9. Camera and microphone presence

B. Exposure to and analysis of actual commercial radio and television production

GRADES ELEVEN AND TWELVE

C. Study and practice of basic journalism skills

D. Practice of dramatic techniques and participation in several performed plays

E. Exposure to and practice of interpersonal communications concepts such as:
   1. Self-concept
   2. Values
   3. Decision-making
   4. Verbal and nonverbal
   5. Communication barriers and breakdowns
   6. Fact vs. inference
   7. Acceptance and nonacceptance
   8. Body language
   9. Semantics
   10. Small group communications

F. Completion of a photography project that demonstrates cinematography techniques

G. Study and analysis of film as a distinct art form

H. Exposure to and analysis of the electronic media's methods of shaping opinion and influencing behavior

I. Exposure to and analysis of cinematic techniques

J. Exposure to and study of a daily newspaper for techniques used

K. Exposure to and analysis of real newspaper production

L. Reinforcement of the following speaking skills:
   1. Oral interpretation of literature
   2. Oral presentations (both individual and group)
   3. Listening skills

IV. Strand: Reading

A. College-Bound Program
   1. Comprehension skills (reinforce)
      a. Literal level
      b. Interpretive level
      c. Critical level
      d. Evaluative level
   2. Reinforce vocabulary skills
      a. English related areas
      b. Non-English areas
   3. Reading rate improvement

B. Non-College-Bound Program
   1. Comprehension skills (reinforce)
      a. Literal level
      b. Interpretive level

    c. Critical level
    d. Evaluative level
2. Study skills (reinforce)
    a. Study techniques
    b. Note taking techniques
    c. Test taking techniques
3. Content area reading (all disciplines)
4. Content area vocabulary development (all disciplines)

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 118
GRADE ELEVEN
BASIC OR REMEDIAL LEVEL

I. Strand: Composition

- A. Reinforcement of mechanics as needed
- B. Types
    1. Job application
    2. Business letter
    3. Opinion letter
    4. Summary
    5. Autobiography

II. Strand: Literature

- A. Types
    1. Selected mystery short stories
    2. Selected mystery plays
    3. Newspapers
- B. Techniques
    1. Plot, characterization, theme
    2. Techniques peculiar to mystery literature

III. Strand: Communication

- A. Improved listening skills
- B. Small group discussion skills
- C. Large group discussion skills

IV. Strand: Reading

- A. Reinforcement of reading skills as needed
- B. Oral reading
- C. Silent reading

GRADED COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

GRADE TWELVE

ONE CREDIT

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 115
GRADES ELEVEN AND TWELVE
Two Credits (Two-Year Program)

I. Strand: Composition

- A. Grammar (review specific points of grammar only as need is indicated)
- B. Usage (review specific points of usage only as need is indicated)
- C. Types of compositions
  1. College-Bound proficiency requirement
     - a. Autobiographical sketch
     - b. Process essay
     - c. Definition essay
     - d. Critical essay
     - e. Research paper
  2. Non-College-Bound proficiency requirement
     - a. Autobiography
     - b. Business letter
     - c. Opinion letter
     - d. Precis
     - e. Resume'
     - f. Applications
  3. Other composition experiences
     - a. Critical reviews
     - b. Creative writing (short stories, poems, plays, and scripts)
     - c. Narrative writing
     - d. Descritivie writing
     - e. Outlining
     - f. Review and reinforce other types of composition (as need is indicated)
     - g. Journalistic writing
- D. Spelling and vocabulary (reinforce as need is indicated)

II. Strand: Literature (Selection of works for study that serve the educational needs of a wide variety of student readers, both college preparatory and students with widely differing vocational objectives, and that lend themselves to the encouragement of further reading beyond the classroom)

- A. Literary genre to be examined according to individual student interests and needs
  1. Discursive prose
     - a. Biography and autobiography
     - b. Formal and informal essays
     - c. Articles and texts

GRADES ELEVEN AND TWELVE

2. Imaginative prose
    a. Narrative
    b. Myths
    c. Mystery literature, such as crime and detection and suspense
    d. Science fiction and fantasy
    e. Humor and satire
3. Poetry

B. Literary themes to be examined according to individual student interests and needs
  1. Conflicts of identity
  2. Conflicts with destiny
  3. Philosophy of life
  4. Transition to adulthood
  5. Problems of modern society
  6. Love and friendship
  7.. Relation of literature to the cycle of life

C. Elements of literary analysis to be examined according to individual student interests and needs
  1. Characterization
      a. Types of characters
      b. Methods of character development
      c. Significance of characters
  2. Plot development
      a. Analysis of structure and style
      b. Emphasis of various elements
      c. Importance of plot in works' effectiveness
  3. Point of view
      a. Author observant, participant, or omniscient
      b. Significance in the work
  4. Author style and method of attainment
  5. Poetic techniques

III. Strand: Communication (Skills to be examined according to individual needs or interests)

A. Study of and practice in the following concepts of radio and television production:
  1. Scripting
  2. Directing
  3. Set designing
  4. Camera placement
  5. Lighting
  6. Microphone use and placement
  7. Record and tape use
  8. Editing
  9. Camera and microphone presence

B. Exposure to and analysis of actual commercial radio and television production

GRADES ELEVEN AND TWELVE

C. Study and practice of basic journalism skills

D. Practice of dramatic techniques and participation in several performed plays

E. Exposure to and practice of interpersonal communications concepts such as:
   1. Self-concept
   2. Values
   3. Decision-making
   4. Verbal and nonverbal
   5. Communication barriers and breakdowns
   6. Fact vs. inference
   7. Acceptance and nonacceptance
   8. Body language
   9. Semantics
   10. Small group communications

F. Completion of a photography project that demonstrates cinematography techniques

G. Study and analysis of film as a distinct art form

H. Exposure to and analysis of the electronic media's methods of shaping opinion and influencing behavior

I. Exposure to and analysis of cinematic techniques

J. Exposure to and study of a daily newspaper for techniques used

K. Exposure to and analysis of real newspaper production

L. Reinforcement of the following speaking skills:
   1. Oral interpretation of literature
   2. Oral presentations (both individual and group)
   3. Listening skills

IV. Strand: Reading

A. College-Bound Program
   1. Comprehension skills (reinforce)
      a. Literal level
      b. Interpretive level
      c. Critical level
      d. Evaluative level
   2. Reinforce vocabulary skills
      a. English related areas
      b. Non-English areas
   3. Reading rate improvement

B. Non-College-Bound Program
   1. Comprehension skills (reinforce)
      a. Literal level
      b. Interpretive level

GRADES ELEVEN AND TWELVE

    c. Critical level
    d. Evaluative level
2. Study skills (reinforce)
    a. Study techniques
    b. Note taking techniques
    c. Test taking techniques
3. Content area reading (all disciplines)
4. Content area vocabulary development (all disciplines)

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 121
GRADE TWELVE
ADVANCED PLACEMENT

I. Strand: Composition (Development of composition skills to allow literary observation based on critical and analytical judgement and to maintain an atmosphere conducive to literary creativity)

A. Design out-of-class assignments stressing ability to respond within prescribed time limits to topics based on literary study

B. Make frequent creative assignments, allowing student a means of self-expression through any form of literature

C. Schedule frequent in-class writings in order to continue development of immediate response requiring logic, organization of written presentation, and support based on specific situation

D. Require frequent poetic explication with attention to:
1. Correctness of interpretation
2. Use of technical poetic terms in analysis
3. Proof of point

E. Work to continue development and sharpening of writing skills, highlighting:
1. Logic and organization
2. Parallel structure
3. Clarity
4. Unity
5. Conciseness
6. Mechanics and usage where needed

II. Strand: Literature (Development of analytical approach to studies of literature)

A. Provide a broad base of poetry, drama, and the novel for reading

B. Emphasize modern artists who have achieved world-wide recognition for literary merit

C. Offer a basis for evaluation of new movements in literature

D. Establish valid criteria by which a literary work may be judged objectively regardless of its type or era
1. Novel
    a. Characterization
    b. Setting, historical-social

        c. Philosophy
        d. Structure
    2. Poetry
        a. Personal identification including philosophy
        b. Tone
        c. Imagery and imagistic levels of interpretation
        d. Symbolism
        e. Structure
    3. Drama
        a. Classic definition of tragedy and comedy
        b. Modern definition of tragedy and comedy
        c. Theories of dramatic comedy and tragedy
        d. Characterization
        e. Sociological implications
        f. Symbolism

E. Study thematic interpretations and applications

III. Strand: Communication (Use of oral English skills to enhance classroom activities and promote exchange of ideas and new insights)

A. Plan classroom reading in drama

B. Schedule oral explications in poetry study

C. Discuss informally works and author techniques

D. Require, in some cases, formal discussion groups

E. Exchange ideas and new insights into works studied

IV. Strand: Reading (Assignment of reading in this course is based on the expectations in quantity and comprehension of a college level course)

A. Works chosen in all segments of study are among those suggested from lists of works and authors by the Advanced Placement English Development Committee

B. Emphasis will stress a reinforcement of developmental reading skills to a higher level of sophistication and standardized testing will be maintained

COURSE OF STUDY

PROGRAM GOALS FOR LANGUAGE ARTS

The teacher will insure that students experience the following activities and, where necessary, be given the appropriate reinforcement.

English 128
GRADE TWELVE
BASIC OR REMEDIAL LEVEL

I. Strand: Composition

- A. Reinforcemnt of mechanics as needed with emphasis on employment related skills
- B. Multiparagraph personal narrative
- C. Writing required in business situations
- D. Writing required in social situations

II. Strand: Literature

- A. Types
  1. Selected science fiction short stories
  2. Commercial magazine and newspaper
  3. Full length novels
  4. Full length nonfiction
- B. Techniques
  1. Plot, characterization, theme
  2. Techniques peculiar to science fiction
  3. Newspaper and magazine techniques

III. Strand: Communication

- A. Improved listening skills
- B. Small group discussion skills
- C. Large group discussion skills

IV. Strand: Reading

- A. Reinforcement of reading skills as needed
- B. Oral reading
- C. Silent reading

GRADED COURSE OF STUDY

SCOPE AND SEQUENCE

GRADES NINE, TEN, ELEVEN, AND TWELVE

Euclid City Schools: Language Arts Scope & Sequence (Grades (9-12)

READING STRAND

COURSES

SKILLS

SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
1. Reinforce word recognition	•	•	•	•				•	•	•													•	•	•													•	•
2. Recognize contextual clues (stress)	•	•	•	•				•	•	•													•	•	•													•	•
3. Reinforce reading on the literal level	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•		•
4. Reinforce reading on the interpretive level	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•		•
5. Reinforce reading on the critical level	•	•			•	•	•	•	•	•		•	•	•			•		•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•
6. Reinforce reading on the evaluative level	•	•	•	•	•	•	•	•	•	•		•	•	•			•		•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•
7. Expand reading vocabulary	•	•	•	•	•	•	•	•	•	•		•	•	•			•		•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
8. Improve reading rate	•	•	•	•																			•	•	•														
9. Improve reading comprehension	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•		•	•	•	•	•	•

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

READING STRAND SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
10. Improve reading in non-English content areas																							•	•	•														
11. Reinforce library skills	•	•	•	•	•	•	•	•			•		•		•	•			•								•	•											
12. Improve vocabulary in non-English content areas																							•		•														
13. Reinforce study techniques (stress)			•	•				•	•				•											•	•												•	•	•
14. Recognize and use organizational skills through use of reading guides	•	•	•	•																																			
15. Determine readiness through formal and informal testing	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

COMMUNICATION STRAND

COURSES

SKILLS	192	194	196	198	102	112	121	108	118	128.	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
1. Reinforce oral reading	•	•	•	•	•	•	•	•	•	•		•			•	•	•			•	•															•		•	
2. Reinforce oral interpretation	•	•	•	•	•	•	•	•	•	•		•			•	•	•			•	•															•	•		
3. Present individual speeches	•	•	•	•	•	•	•	•	•	•					•	•																					•		
4. Give group presentations	•	•	•	•	•	•	•	•	•	•						•	•			•	•							•	•	•							•		
5. Analyze body language	•	•	•	•											•	•	•																			•	•		
6. Reinforce listening skills	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
7. Reinforce small group interaction skills	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•		•	•	•	•	•				•	•	•	•	•	•		•	•	•	•	•	
8. Reinforce large group interaction skills (class discussion)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
9. Reinforce dramatic interpretation	•	•	•	•	•	•	•	•	•	•		•					•				•										•					•			

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

COMMUNICATION STRAND	COURSES																																						
SKILLS	192	194	196	198	102	112	121	108	118.	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
10. Examine staging fundamentals	•	•	•					•									•																			•			
11. Examine acting techniques																	•																			•			
12. Give dramatic presentations	•	•															•																			•			
13. Analyze photography techniques																																•							
14. Analyze cinematography techniques																															•	•							
15. Study elements of television production								•																							•								
16. Study elements of radio production								•																							•								
17. Analyze photography as an art form																																•		•					
18. Analyze motion picture film as an art form	•	•	•	•										•																	•								

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

COMMUNICATIONS STRAND

COURSES

SKILLS	192	194	196	198	102	112	121	108.	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
19. Analyze radio as an art form								•																								•							
20. Analyze television as an art form								•																								•							
21. Practice basic journalism skills																																		•					
22. Reinforce newspaper analysis skills				•				•	•	•																								•					
23. Analyze the function of the modern newspaper				•				•	•	•																								•					
24. Examine actual newspaper production				•																														•					
25. Examine the impact of mass media on the individual and on society	•	•	•	•				•																							•	•		•			•		

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

COMPOSITION STRAND

COURSES

SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
1. Reinforce parts of speech	•	•	•	•	•	•	•	•	•	•	•		•						•							•													
2. Reinforce sentence elements	•	•	•	•	•	•	•	•	•	•	•		•					•	•			•				•							•	•	•			•	•
3. Reinforce standard English usage	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•		•	•	•
4. Reinforce mechanics of capitalization and punctuation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•		•	•	•
5. Reinforce diagramming	•	•	•		•						•	•														•													
6. Reinforce spelling	•	•	•	•	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•				•	•	•	•	•	•		•	•	•		•	•
7. Expand written vocabulary	•	•	•	•	•	•	•	•	•	•				•					•	•	•		•				•						•	•	•			•	•
8. Reinforce dictionary skills	•	•	•	•	•			•	•	•								•	•				•	•	•														
9. Stress writing complete sentences	•	•	•	•	•	•	•	•	•	•	•	•	•					•	•	•	•	•	•			•	•	•	•	•	•	•		•	•		•	•	•
10. Vary sentence structure	•	•	•	•	•	•	•	•	•	•	•		•					•	•	•	•	•					•	•	•					•	•			•	•

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

COMPOSITION STRAND

SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
11. Use parallel structure	•	•			•	•	•				•								•			•													•			•	•
12. Practice effective revision techniques	•	•	•		•	•	•	•	•	•	•	•		•				•	•			•												•	•			•	•
13. Use clear and concise language	•	•	•	•	•	•	•	•	•	•	•	•						•	•	•	•	•													•			•	•
14. Review methods of paragraph organization and development	•	•	•	•	•			•	•	•	•	•	•					•	•															•				•	•
15. Reinforce letter writing skills			•	•				•	•	•	•							•														•							
16. Review methods of answering study guide questions and various types of essay questions	•	•	•	•			•	•	•	•			•					•	•													•						•	•
17. Practice précis writing	•	•			•	•	•											•	•																				
18. Write expository paper	•	•	•	•	•	•	•	•	•	•	•	•	•	•					•	•	•	•	•				•	•	•	•	•	•		•			•	•	•

Euclid City Schools: Language arts Scope & Sequence (Grades 9-12)

COMPOSITION STRAND — COURSES

SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
19. Write critical analysis	•	•			•	•	•												•	•	•	•																•	•
20. Write an autobiography									•									•	•																				
21. Compile a resumé									•									•																					
22. Write an analytical paper	•	•					•																															•	•
23. Write a research paper	•	•				•							•						•																				
24. Explicate poetry	•	•	•		•	•	•					•								•	•																	•	
25. Demonstrate creative writing techniques through formal composition of various genres	•	•	•	•		•	•																								•				•	•			
26. Compile a journal	•	•	•	•			•																																
27. Practice mechanics of writing	•	•	•	•	•	•	•	•	•	•	•	•	•	•				•	•	•	•					•	•	•	•	•	•	•	•	•	•			•	•

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

LITERATURE STRAND

COURSES

SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
1. Reinforce study of prose elements	•	•	•		•	•	•	•	•	•		•	•	•						•	•		•					•	•			•					•	•	•
2. Reinforce study of nonfiction	•	•			•	•	•			•										•	•		•					•										•	•
3. Reinforce study of fiction	•	•	•	•	•	•	•	•	•	•		•	•	•			•			•	•		•				•	•	•	•					•	•	•	•	•
4. Reinforce study of poetry elements	•	•	•		•	•	•					•								•	•																	•	
5. Reinforce study of poetry types	•	•		•	•	•	•					•								•	•																	•	
6. Review literary terms	•	•	•	•	•	•	•					•		•						•	•		•												•			•	•
7. Reinforce elements of plot structure	•	•	•	•	•	•	•	•	•	•		•		•						•	•		•					•	•								•	•	•
8. Reinforce study of character types and methods of development	•	•	•	•	•	•	•	•		•		•		•						•	•		•				•	•	•									•	•
9. Reinforce author points of view	•	•	•	•	•	•	•					•		•																							•	•	•

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

LITERATURE STRAND

COURSES

SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
10. Examine author style and method of attainment	•	•	•	•	•	•	•				•	•	•																								•	•	•
11. Analyze theme	•	•	•	•	•	•	•	•	•	•	•	•	•	•						•	•		•				•	•	•	•	•						•	•	•
12. Recognize recurring motifs	•	•	•	•	•	•	•				•	•	•							•	•		•				•										•	•	•
13. Relate theme to contemporary situations	•	•	•	•	•	•	•	•	•	•	•	•	•	•						•	•		•				•	•	•	•	•						•	•	•
14. Provide wide background of literary genre	•	•	•	•	•	•	•													•	•																	•	•
15. Analyze historical and philosophical background of literary periods	•	•			•	•	•					•								•	•																	•	•
16. Encourage original critical ideas bout literature	•	•	•	•	•	•	•				•	•	•	•						•	•		•															•	•
17. Expose students to scholarly studies of various literary works	•	•			•	•	•																•																•

Euclid City Schools: Language Arts Scope & Sequence (Grades 9-12)

LITERATURE STRAND

COURSES

SKILLS	192	194	196	198	102	112	121	108	118	128	Intro./Comp. (105)	Intro./Lit. (105)	Fundamentals (105)	Fiction into Film (105)	Public Speaking (105)	Speech Workshop (105)	Drama Workshop (105)	Practical Comp. (115)	College Comp. (115)	Amer. Lit. (115)	Brit. Lit. (115)	Sr. College Writing (115)	Rdg. Vocab./Coll. Mod. Lit. (115)	Rdg. Review (115)	Rdg. Study (115)	Grammar Review (115)	Mythology (115)	Prob. of Mod. Soc. (115)	Trans. to Adulthood (115)	Suspense Literature (115)	Amer. Comic Genius (115)	Mass Media I (115)	Radio/TV (115)	Mass Media II (115)	Creative Writing (115)	Drama (115)	Communications (115)	Amer. Short Story (115)	Modern Literature (115)
18. Establish critieria for literary evaluation	•	•	•	•			•					•	•	•																								•	•
19. Analyze language changes seen in literature					•	•															•																	•	•
20. Examine works on the literal level	•	•	•	•	•	•	•	•	•	•		•	•	•						•	•		•			•	•	•	•	•						•	•	•	•
21. Examine works on the symbolic level	•	•	•		•	•	•					•		•						•	•		•				•	•	•	•	•						•	•	•
22. Analyze literature from a chronological approach	•	•			•	•														•	•																	•	
23. Analyze literature from a thematic approach	•	•	•	•			•																•				•	•	•	•									•
24. Study nonfiction dealing with communication arts																															•	•							
25. Recognize the aesthetics and the power of language	•	•	•	•	•	•	•					•	•	•		•				•	•		•											•					•
26. Encourage appreciation of and interest in literature	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•

GRADED COURSE OF STUDY

LANGUAGE ARTS

EVALUATION

The Euclid City Schools look upon the language arts spectrum (K-12) as a continuous array of both cognitive and affective skills. Forms of evaluation, both formal and informal, are also continuous in that evaluation results become, in turn, the objectives for subsequent teaching/learning experiences. These include:

1. Teacher-made objective tests
2. Teacher-made essay tests
3. Informal reading inventories
4. Diagnostic reading and grammar tests
5. Standardized reading tests
6. Standardized language tests
7. System-wide evaluation of the language arts program
8. Periodic student evaluation of the language arts program
9. Post-graduate follow-ups of the language arts program